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IDENTIFIERS	*Miami Dade Community College FL

ABSTRACT

Project H.E.L.P. (Haitian/Hispanic Employability through Language Program) was developed in response to the language and employment needs of adult Spanish-speaking and Haitian immigrants in Florida. It is an interinstitutional cooperative educational program focusing on four basic aspects of communication: understanding, speaking, reading, and writing. The primary purpose is to help students learn functional conversational English. The program is described in detail, including: (1) program philosophy; (2) administrative and programmatic organization, including sample data collection forms for a variety of administrative functions; (3) linkages and cooperative arrangements with community agencies, business, and industry; (4) outreach and need assessment; (5) curriculum objectives, models, and instructional materials; (6) teaching techniques and materials; (7) the volunteer component; (8) evaluation of student progress, staff, and the overall program; and (9) results of participant surveys. (MSE)

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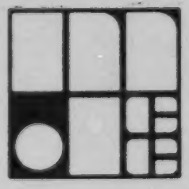
PROJECT H.E.L.P.

(Haitian/Hispanic Employability
through Language Program)



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1983

MIAMI-DADE COMMUNITY COLLEGE
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PROGRAM PHILOSOPHY

In teaching English as a Second Language to adults, it is of foremost importance to remember that they have immediate language needs in their day to day life. This curriculum is oriented to everyday situations that students will face even while taking the first steps in acquiring the new language.

Project HELP intends to develop the four basic aspects of communication: understanding, speaking, reading, and writing. The primary purpose of the program is to help students learn functional conversational English. The development and acquisition of oral skills (listening-speaking) are extremely important aspects of every level. Secondly, adults have strongly entrenched language patterns. Most adults approach learning a second language from the point of view of new vocabulary that will be fitted into the patterns of their native language. For this reason, oral pattern practice is most important. An adult must learn a whole new set of language habits, a process that requires time, practice, and patience. The patterns and vocabulary used should be immediately applicable to the student's daily needs.

Reading and writing skills are gradually developed after a student has achieved a degree of proficiency with the oral English. Reading and writing are also used as a means to reinforce oral skills. The four basic aspects of communication are gradually integrated so each skill reinforces the others.

In developing the curriculum for Project HELP, we have aimed at immersing the student in practical English. Native language is only used in acculturation sessions by the counselor. English language materials at appropriate levels have been obtained or developed to teach consumer economics, employability skills and acculturation. The life skill components are integrated with the language components.

Our aim is to meet the needs of the community and the program will be modified accordingly to address new identified needs as they arise. It is our hope that the Program shall be bridge for the new arrivals entering the English speaking society of the United States.

SECTION 1

ADMINISTRATIVE AND PROGRAMMATIC ORGANIZATION

ADMINISTRATIVE AND PROGRAMMATIC ORGANIZATION

I. MIAMI-DADE COMMUNITY COLLEGE HISTORY

M-DCC is one of 28 colleges in the Florida System of Community Colleges, with central administrative headquarters in Tallahassee. For the first eight years, 1960-1968, the College was governed at the local level by the Dade County Board of Public Instruction working in conjunction with an appointive, five-member Advisory Committee and the College President.

By action of Florida Legisture, effective July 1, 1968, community college districts were created as independent, separate legal entities for the operation of community junior colleges. Under the new organizational format, M-DCC's Advisory Committee became the District Board of Trustees, working directly with the College President in all matters pertaining to the governance and operation of the College.

The District Board is responsible to the State Board of Education and the State Commissioner of Education. Affairs of the colleges are handled in the Florida Department of Education by the Division of Community Colleges.

Activated by the Dade County Board of Public Instruction in 1959, Dade County Junior College, as it was then called, began instruction on September 6, 1960, in temporary facilities. Since that time, the College has functioned as a coeducational public two-year college supported jointly by the State of Florida and Dade County.

By action of the Board in February, 1963, the College name was changed to Miami-Dade Junior College. In September, 1972, the Board voted to change the name to Miami-Dade Community College, effective, 1973.

Campuses

M-DCC, which opened in temporary quarters with 1,400 students, now has 62,000 students and four major campuses plus several off-campus Outreach Centers at locations throughout Dade County.

With the transition from a single campus to a multi-campus College, the administrative operation was reorganized to provide service common to the whole College, while at the same time providing a maximum of autonomy to each campus.

District Administration offices are housed in the Peter Masiko, Jr. Hall at the South Campus, 11011 S.W. 104 Street, Miami, Florida 33176.

The oldest and largest of the major campuses, is the North Campus is located in the Opa Locka area of Dade County. The campus is fully landscaped with lighted parking areas and a lake around which the buildings in the academic complex are clustered.

South Campus opened in January, 1967, after a year and a half of operation in temporary quarters. The campus is located in the Kendall area, on a 185-acre site 23 miles southwest of Miami-Dade North.

New World Center Campus, formerly named Downtown Campus, is located in the heart of Downtown Miami. It is the only limited-acre urban campus in the area.

Medical Center Campus, the newest of Miami-Dade's campuses, is located in Miami's medical center complex surrounding Jackson Memorial

Hospital. The three-story structure houses all of Miami-Dade's allied health programs. The Dental Hygiene and Vision Care clinics, located on the first floor, are open to the public through referrals.

II. PROJECT H.E.L.P. ADMINISTRATIVE ORGANIZATION

The overall colege-wide administration of the project is the responsibility of the Project Director. The Project Director is responsible to the Vice President for Education and is assisted in her functions by a senior-clerk (bookkeper), a distribution officer (audio-visual equipment) and a secretary. The Project Director is also indirectly responsible to the Vice President for Institutional Advancement and the Vice President for Business Affairs for matters related to their areas of responsibility.

Since Project H.E.L.P. was designed to serve the different refugee population pockets throughout the entire Dade County, each campus was asked to assume administrative responsibility for the operation of the program at the outreach centers (off-campus) located in its specific area of service. The program is operated in the areas of Hialeah and Little Haiti through the North Campus, in Little Havana and possibly in South Miami Beach in the near future through the New World Center Campus and in Westchester and Homestead through the South Campus. The management and supervision of the project at the campus level is the responsibility of the Associate Project Director at each campus.

The Associate Project Directors at the South and the North Campuses are responsible to the Associate Dean for Extended Programs/Community Services. At the New World Center Campus, the Associate Project Director is responsible to the Grant's Division Director. Following established

administrative procedures at each of the campuses, all businesses merge in the office of the Project Director at District.

III. PROJECT H.E.L.P. PROGRAMMATIC ORGANIZATION

The Project Director also has the responsibility to coordinate all programmatic matters on a college-wide basis to ensure that the services provided at the different locations, each under the administration of an autonomous campus, are common and of equal quality.

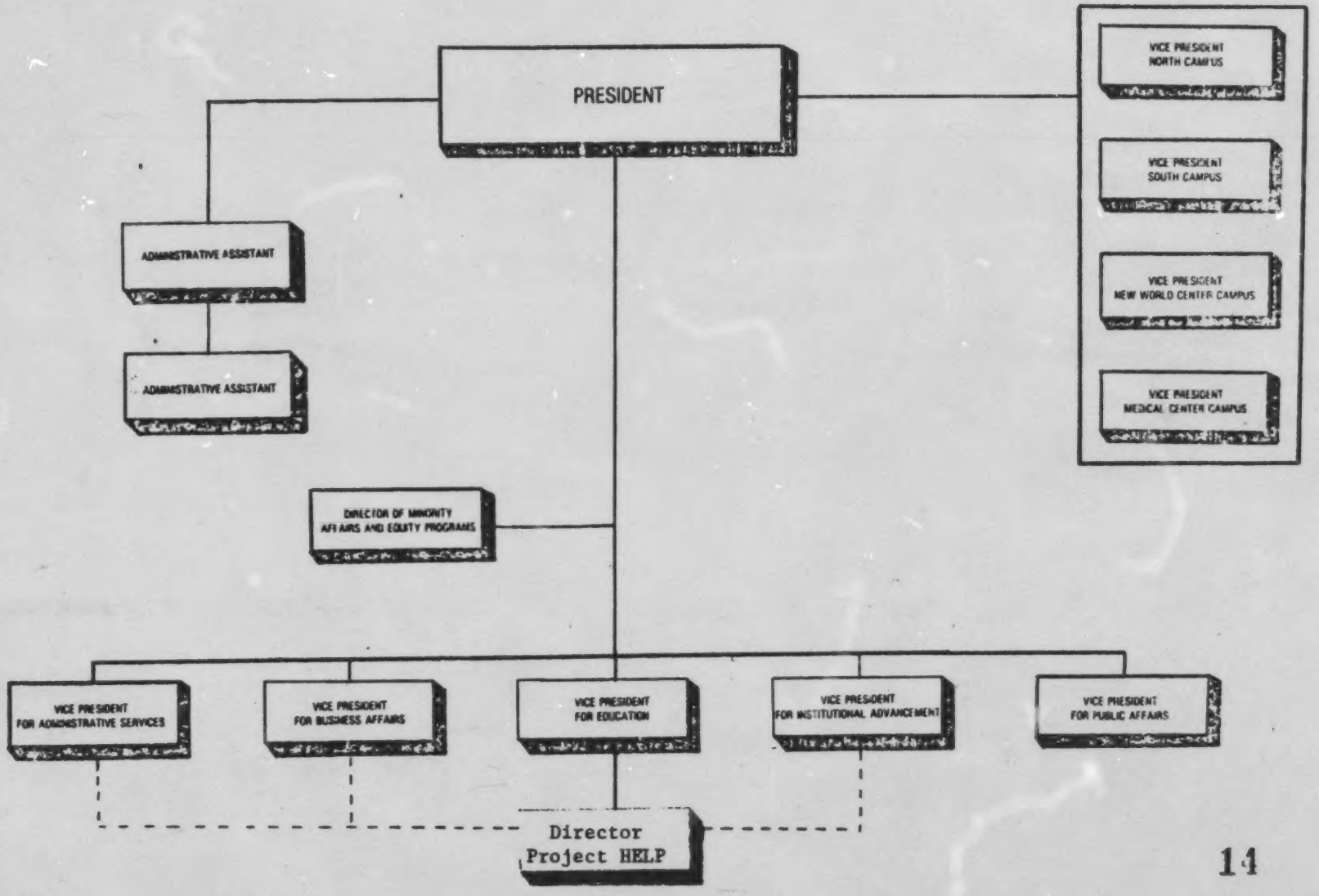
Each Associate Project Director is responsible to the Project Director for the administration and supervision of one of the three major program areas: 1) development, implementation and evaluation of the curriculum and instructional materials; 2) design and coordination of counseling support services; and 3) development and evaluation of instructional materials designed for Model B (literacy program) serving the Haitian students primarily.

The Project Director and the Associate Project Directors meet regularly to discuss and evaluate program activities. Jointly they make the decisions to effect changes whenever necessary to meet new program needs. Staff meeting at each of the campuses are conducted on a weekly basis. Instructional and counseling staff meetings are held every month for the entire Project professional personnel.

The charts attached illustrate the administrative and programmatic organization of the Project.

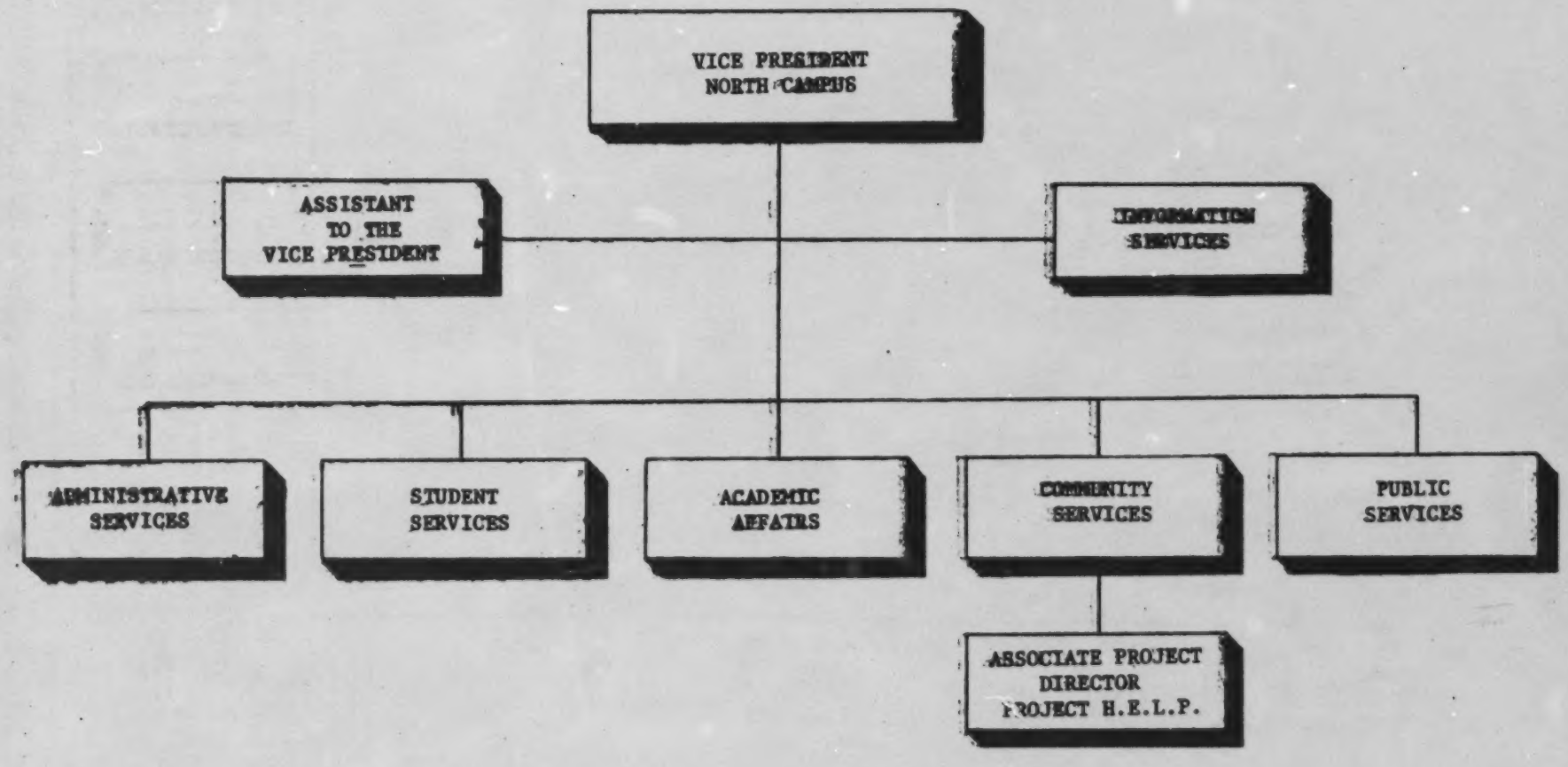
MIAMI-DADE COMMUNITY COLLEGE

TABLE OF ORGANIZATION


PRESIDENT
VICE PRESIDENT NORTH CAMPUS
VICE PRESIDENT SOUTH CAMPUS
VICE PRESIDENT NEW WORLD CENTER CAMPUS
VICE PRESIDENT MEDICAL CENTER CAMPUS
ADMINISTRATIVE ASSISTANT
ADMINISTRATIVE ASSISTANT
DIRECTOR OF MINORITY AFFAIRS AND EQUITY PROGRAMS
VICE PRESIDENT FOR ADMINISTRATIVE SERVICES
VICE PRESIDENT FOR BUSINESS AFFAIRS
VICE PRESIDENT FOR EDUCATION
VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT
VICE PRESIDENT FOR PUBLIC AFFAIRS
Director Project HELP

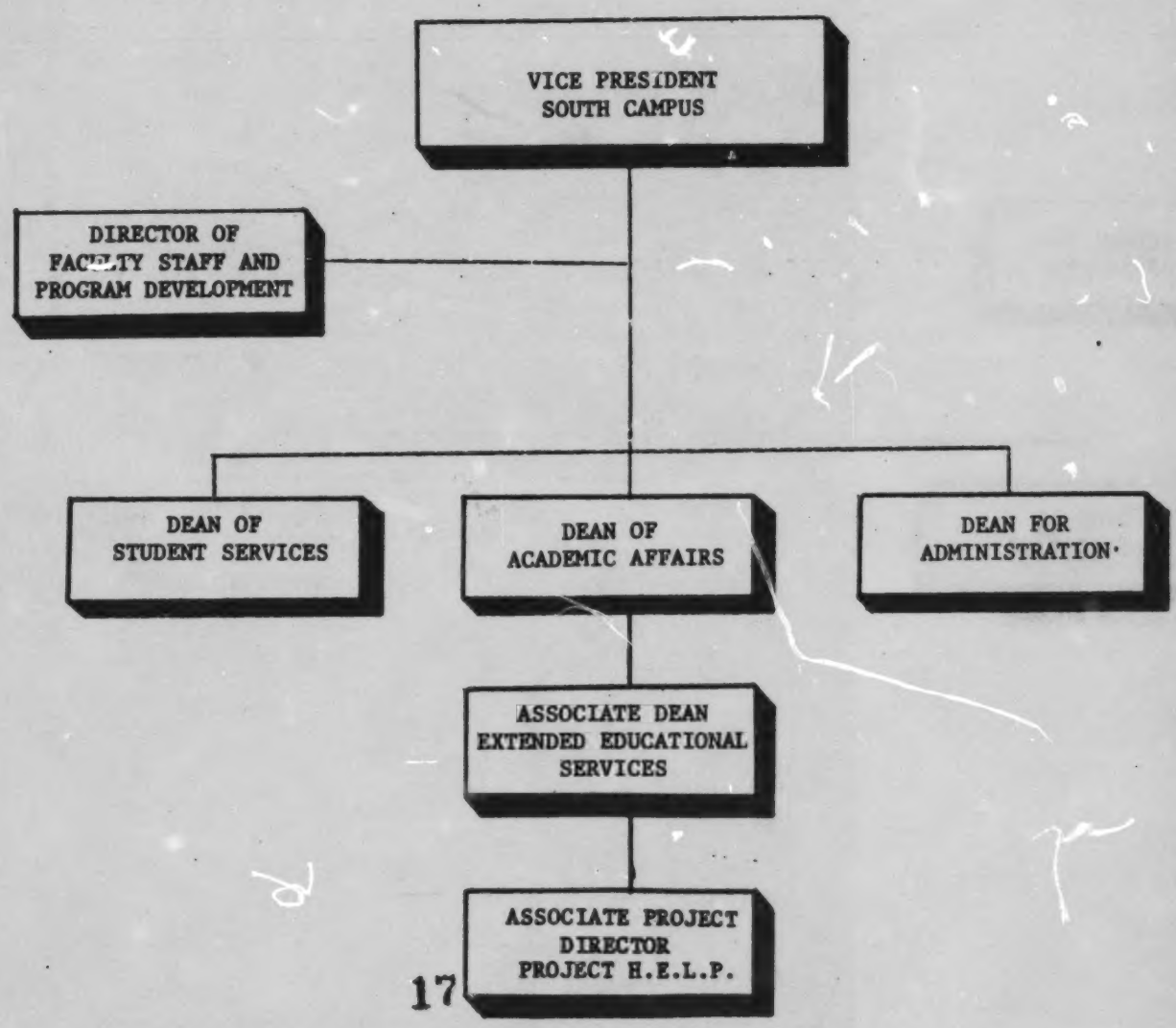
NORTH CAMPUS

TABLE OF ORGANIZATION (ADMINISTRATION)



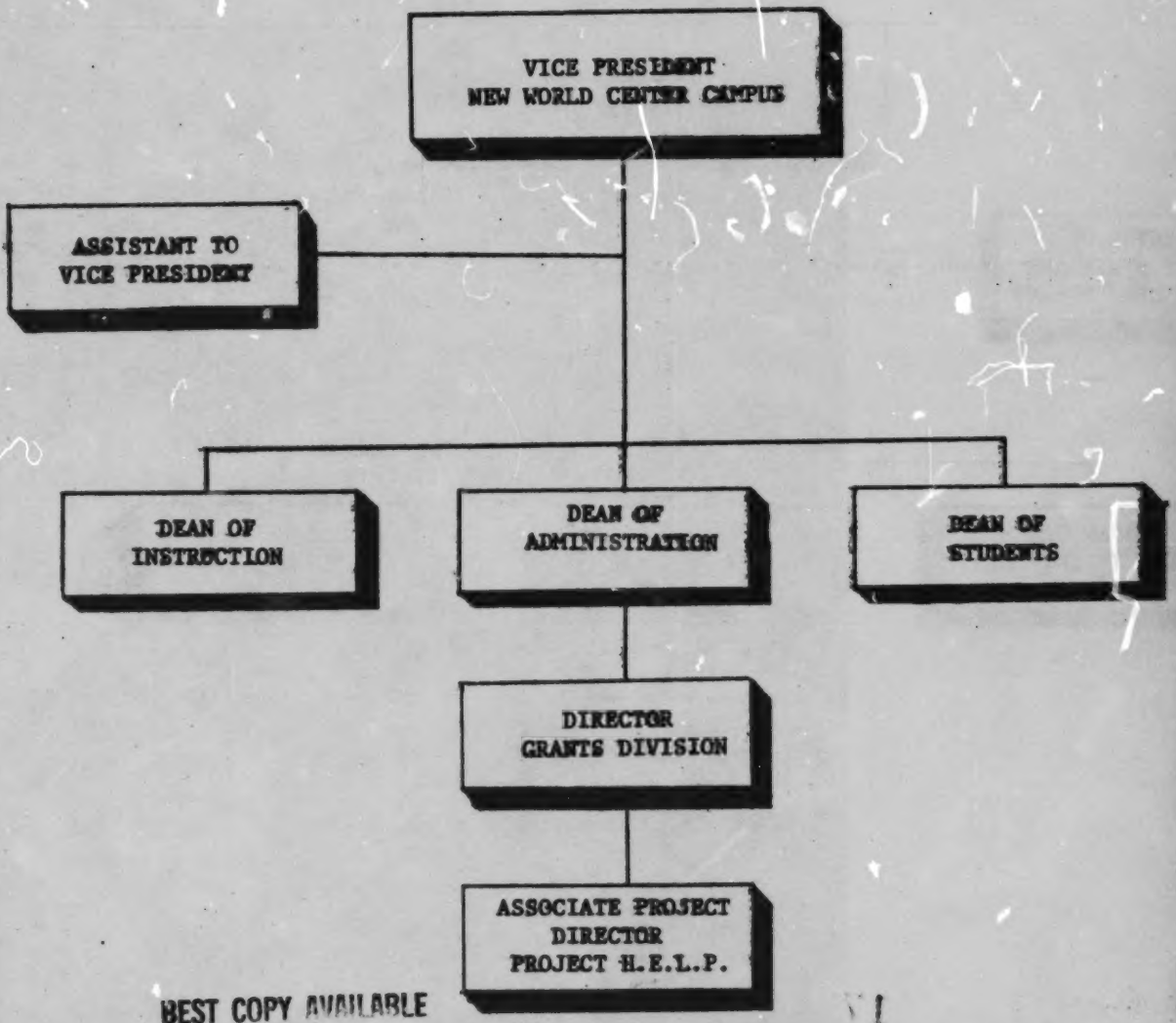
SOUTH CAMPUS

TABLE OF ORGANIZATION (ADMINISTRATION)



NEW WORLD CENTER CAMPUS

TABLE OF ORGANIZATION (ADMINISTRATION)



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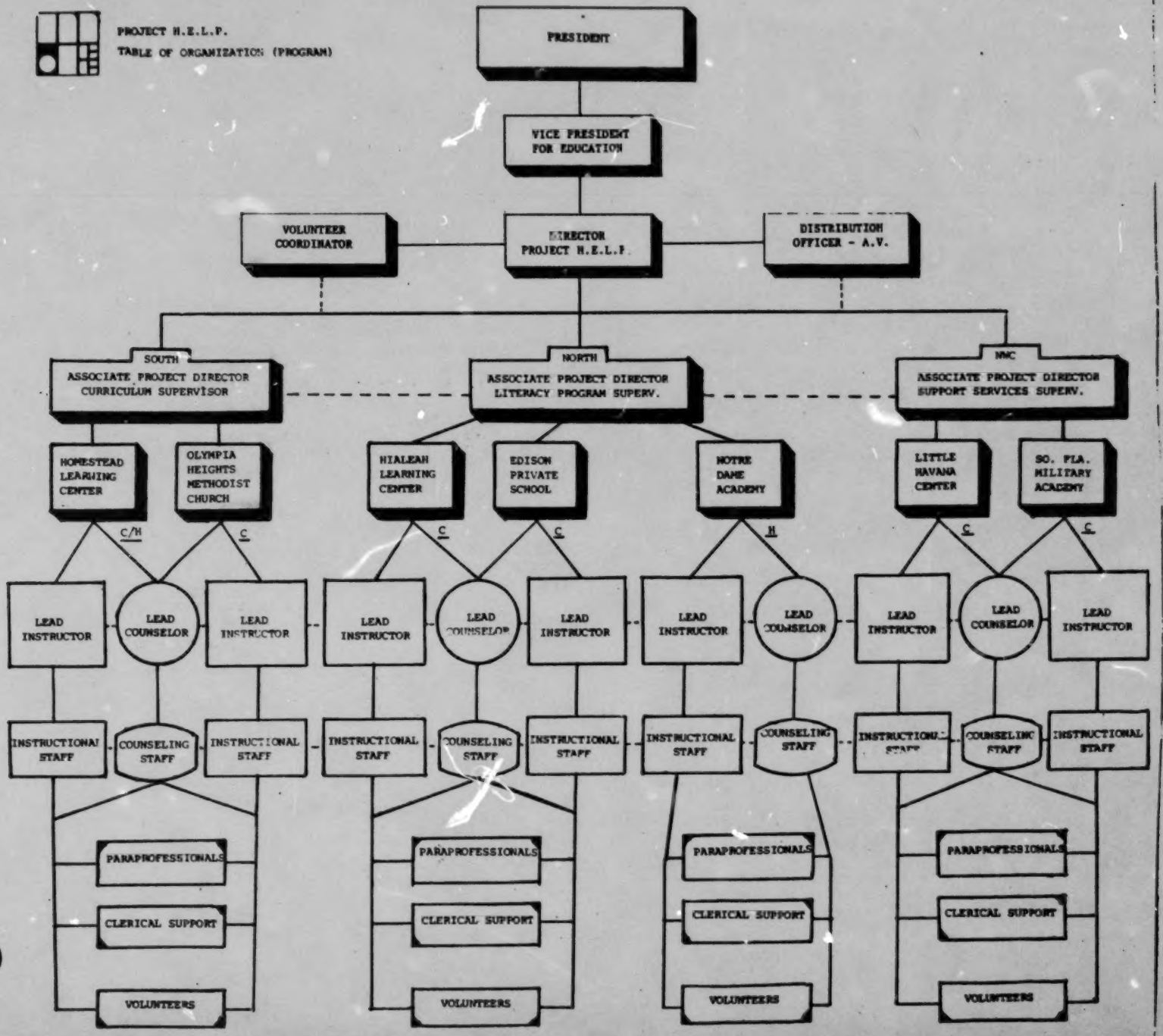
PROJECT H.E.L.P.

TABLE OF ORGANIZATION (PROGRAM)



DESCRIPTION OF OPERATIONAL PROCEDURES FOR DATA COLLECTION

Upon referral of the participants to Project H.E.L.P., the students will be scheduled into an Orientation/Assessment session. At this time, the participants will complete the intake form which records data related to the individual's personal information; e.g., name, address, sex, birthdate, nationality, etc., and background information related to education and employment.

After the orientation session, the students are assessed to determine their native language literacy level and English language proficiency as well as to inventory their vocational interests and experiences. The results of the assessment are recorded in the "Assessment Results and Training Plan" form.

The "Training History" form is utilized to record the specific information related to the student's participation in the program as he advances from one level of instruction to the next.

A summary of each individual counseling session held with the student is recorded in a cummulative mode in the "Counseling Log" form. The "Counseling Report" form is completed after each counseling session with the student and is utilized to record the nature of the counseling rendered and the recommendations offered to the student.

"The "Agency Referrals and Follow-up" form serves to maintain a record of all referrals and to document any followup necessary to achieve results. As the students exit the program, information related to their status at the time of termination is recorded in the "Follow-up" form.

This form is also utilized to document the degree of benefits the individual student feels he/she received from participating in the project. This documentation is based on the student's opinion.

All of the forms described above make up the student's folder. The individual student's folder serves also for auditing and evaluation purposes.

The forms developed for Project H.E.L.P. are attached to illustrate the operational procedures for data collection.

PROJECT H.E.L.P. DATA COLLECTION FORMS

FOLDER CHECK LIST

PROJECT H.E.L.P.

DATE OF INTAKE: _____

STUDENT'S NAME: _____ STUDENT No.: _____

H.E.L.P. COUNSELOR: _____ CENTER: _____

UNITED WAY INTAKE FORM (Yellow Copy) ☐	M-DCC INTAKE FORM (HELP 002) ☐
ADDITIONAL INFORMATION FROM SALAD/C for P ☐	ASSESSMENT RESULTS AND TRAINING PLAN (HELP 003) ☐
M-DCC CLASS SCHEDULE ☐	PROGRAM TRAINING HISTORY (HELP 004) ☐
ASSESSMENT ANSWER SHEETS ENGLISH LANGUAGE ORAL PROFICIENCY ☐ CTBS ☐ COATS ☐ MONEY PROBLEM CHECK LIST ☐	PERFORMANCE ASSESSMENT FORMS (HELP 005) First Cycle of 16 Weeks ☐☐☐☐ Second Cycle of 16 Weeks ☐☐☐☐ Third Cycle of 16 Weeks ☐☐☐☐
	STUDENT COUNSELING LOG (HELP 006) ☐
COURSE EXAMINATIONS (If Applicable) ☐	STUDENT COUNSELING REPORT (HELP 007) ☐
	AGENCY REFERRALS AND AND FOLLOW UP (HELP 008) ☐
	FOLLOW UP FORM (HELP 009) ☐ ___ 5 DAY FOLLOW UP (If Applicable) ___ 30 DAY FOLLOW UP (All Students) ___ 60 DAY FOLLOW UP (If Applicable)

FORM: HELP 001

INTAKE FORM

Date:
FECHA: _____

PROJECT H.E.L.P.

Please print - POR FAVOR ESCRIBA EN LETRA DE MOLDE

A. Student Name: _____ - _____ / _____ / _____
NOMBRE DEL ESTUDIANTE: Last Name APELLIDO PATERNO-MATERNO | First Name PRIMER NOMBRE | Middle Name SEGUNDO NOMBRE

(Student's name as it appears in the Social Security Card:)
(NOMBRE COMO APARECE EN LA TARJETA DEL SEGURO SOCIAL:)

_____

B. United Way Case #: _____
CLIENTE # (UNITED WAY): / / / / /

C. M-DCC Student No.: _____
NUMERO DE ESTUDIANTE: / / / / / / / /

D. Education - EDUCACION

Field of Study - CAMPO DE ESTUDIO: _____

Name of Last School Attended - NOMBRE DE LA ULTIMA ESCUELA A DONDE ASISTIO:

_____

E. Occupation in Native Country

Please list the last two occupations or type of work you did in your native country.

OCUPACION EN CUBA

Por favor indique cuáles fueron las dos últimas ocupaciones o tipos de trabajo que usted realizó en Cuba.

1. _____
2. _____

F. Occupation in the United States

Please list the occupations or type of work you have done in the United States.

OCUPACION EN LOS ESTADOS UNIDOS

Por favor indique qué ocupación o tipo de trabajo usted ha realizado en los Estados Unidos.

a. Most recently:
   1. Name of employer:
   _____
   2. Occupation or type of work:
   _____

a. MAS RECIENTEMENTE O ACTUALMENTE:
   1. Nombre del lugar de empleo:
   _____
   2. Ocupación o tipo de trabajo:
   _____

b. Previously:
   1. Name of employer:
   _____
   2. Occupation or type of work:
   _____

b. ANTES DEL MAS RECIENTE:
   1. Nombre del lugar de empleo:
   _____
   2. Ocupación o tipo de trabajo:
   _____

Please continue on reverse side

POR FAVOR CONTINUE AL OTRO LADO

G. Future Goals or Plans

Please check (✓) in the box next to the statement which best indicates which are your future goals.

PLANES FUTUROS

Por favor marque (✓) en el cuadro al lado de la respuesta que mejor indique cuáles son sus planes futuros.

To obtain a better job.	☐	Obtener un empleo mejor.
To study or train in another field or occupation.	☐	Estudiar o cursar entrenamiento en otro campo de trabajo.
To continue studying English.	☐	Continuar estudiando inglés.
To validate my diploma or degree in the United States.	☐	Revalidar mi título universitario en los Estados Unidos
Other (please specify)	☐	Otros planes (por favor especifique)

_____

H. Please answer the following questions in the space provided.
POR FAVOR CONTESTE LAS SIGUIENTES PREGUNTAS EN EL ESPACIO PROVISTO.

1. Are your studying now?
¿ESTA USTED ESTUDIANDO ACTUALMENTE? _____

2. If the answer to question no. 1 was YES, please give:
SI LA RESPUESTA A LA RESPUESTA No. 1 FUE SI, POR FAVOR INDIQUE:

   a. Name of the school:
   NOMBRE DE LA ESCUELA: _____

   b. Field of study:
   ¿QUE ESTUDIA? _____

3. Have you studied in any other school in the United States?
¿HA ESTUDIADO USTED EN ALGUNA OTRA ESCUELA EN LOS ESTADOS UNIDOS? _____

4. If the answer to question no. 3 was YES, please give::
SI LA RESPUESTA A LA RESPUESTA No. 3 FUE SI, POR FAVOR INDIQUE:

   a. Name of the school:
   NOMBRE DE LA ESCUELA: _____

   b. Field of study:
   ¿QUE ESTUDIABA? _____

5. Did you complete that program?
¿TERMINO ESE PROGRAMA? _____

6. If the answer to question no. 5 was NO, why?
SI LA RESPUESTA No. 5 FUE NO, ¿POR QUE? _____

I, I hereby certify that the above information is true.
POR LA PRESENTE CERTIFICO QUE LA INFORMACION DADA EN ESTA PLANILLA ES CIERTA.

Signature - FIRMA _____

ASSESSMENT RESULTS AND TRAINING PLAN

PROJECT H.E.L.P. DATE: _____

STUDENT'S NAME: _____ STUDENT No.: //////////

I. ASSESSMENTS RESULTS

CTBS: V: _____ C: _____ M: _____

ENGLISH LANGUAGE ORAL PROFICIENCY: _____ (Test Score) MODEL: _____ LEVEL: _____ (Corresponding Level)

COATS: _____ POST TEST ASSESMENT: _____

II. STUDENT TRAINING PLAN (Recommendations)

PLACEMENT: MODEL __ LEVEL _____ LOCATION: _____

STARTING DATE: _____ COMMENTS: _____

_____

_____

_____

PROJECTED ENDING DATE: _____ PROJECTED ENDING LEVEL: _____

III. EDUCATIONAL AND VOCATIONAL GOALS

SHORT TERM	LONG TERM
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

COUNSELOR: _____ DATE: _____

STUDENT: _____ DATE: _____

FORM: HELP 003

TRAINING HISTORY

PROJECT H.E.L.P.

STUDENT'S NAME: _____ STUDENT No.: ////////

INTAKE DATE: _____ DATE ENROLLED: _____

FIRST 16-WEEK CYCLE

ENTRY LEVEL: _____ _____ LOCATION: _____
Model Level

INSTRUCTOR: _____ COUNSELOR: _____

BEGINING DATE: _____ ENDING DATE: _____

TOTAL HOURS OF INSTRUCTION: _____ COMMENTS: _____

SECOND 16-WEEK CYCLE

ENTRY LEVEL: _____ _____ LOCATION: _____
Model Level

INSTRUCTOR: _____ COUNSELOR: _____

BEGINING DATE: _____ ENDING DATE: _____

TOTAL HOURS OF INSTRUCTION: _____ COMMENTS: _____

THIRD 16-WEEK CYCLE

ENTRY LEVEL: _____ _____ LOCATION: _____
Model Level

INSTRUCTOR: _____ COUNSELOR: _____

BEGINING DATE: _____ ENDING DATE: _____

TOTAL HOURS OF INSTRUCTION: _____ COMMENTS: _____

TERMINATION FROM PROJECT H.E.L.P.

DATE: _____ POST-TEST RESULTS: _____

REASON FOR TERMINATION: _____

FINAL EVALUATION (OUTCOME): _____

FORM: HELP 004

PERFORMANCE ASSESSMENT

PROJECT H.E.L.P.

DATE: _____

STUDENT'S NAME: _____ STUDENT NO.: _____

INSTRUCTOR'S NAME: _____ SEQ. NO.: _____

Loc. Code/Seq. No.

TO THE INSTRUCTOR: Check (✓) column "1" if student's performance is above average, column "2" if it is average or column "3" if it is below average. This form must be completed every four weeks for all students.

	1	2	3
I. GENERAL ATTITUDE	XXXXXXXX	XXXXXXXX	XXXXXXXX
Relates well to the instructor			
Relates well to others			
Shows interest in the material			
Other:			
II. RETENTION LEVEL	XXXXXXXX	XXXXXXXX	XXXXXXXX
Able to identify concepts			
Seems to understand concepts			
III. PERFORMANCE OF ASSIGNED TASKS	XXXXXXXX	XXXXXXXX	XXXXXXXX
Completes assignments			
IV. EFFORT	XXXXXXXX	XXXXXXXX	XXXXXXXX
Exerts adequate effort			
V. ATTENDANCE	75%-100%	50%-75%	less 50%
Is present in labs and class			
VI. TARDINESS			
VII. COMPETENCIES	XXXXXXXX	XXXXXXXX	XXXXXXXX
Has achieved competencies			

COMMENTS: _____

RECOMMENDATIONS: _____

_____ _____

Instructor's Signature Date

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COUNSELING LOG

PROJECT H.E.L.P.

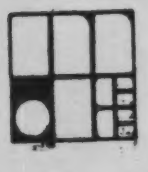
STUDENT'S NAME: _____ STUDENT No.: /////////

H.E.L.P. COUNSELOR: _____ CENTER: _____

DATE	COUNSELING* (I) (G) (T) ☑ ☑ ☑			COMMENTS

*Check one: I=individual counseling, (G)= group counseling, (T)= telephone counseling.

FORM: HELP 006



COUNSELING REPORT

PROJECT H.E.L.P.

DATE: _____

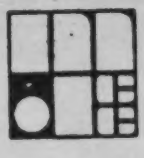
STUDENT'S NAME: _____ STUDENT No.: _____

METHOD OF COUNSELING: ☐ INDIVIDUAL ☐ GROUP ☐ TELEPHONE

TO THE COUNSELOR:
Please describe in the spaces below the nature of the counseling rendered.

RECOMMENDATIONS (If Any):

_____ _____
Counselor's Signature Date



AGENCY REFERRALS AND FOLLOW UP

PROJECT H.E.L.P.

STUDENT'S NAME: _____ STUDENT No.: ////////

REFERRALS

DATE: _____
AREA OF NEED: _____
REFERRED TO: _____
CONTACT PERSON: _____
TELEPHONE No.: _____
COMMENTS: _____
_____
_____
_____

* * *

DATE: _____
AREA OF NEED: _____
REFERRED TO: _____
CONTACT PERSON: _____
TELEPHONE No.: _____
COMMENTS: _____
_____
_____
_____

* * *

DATE: _____
AREA OF NEED: _____
REFERRED TO: _____
CONTACT PERSON: _____
TELEPHONE No.: _____
COMMENTS: _____
_____
_____
_____

RESULTS (FOLLOW UP)

DATE: _____
_____
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* * *

DATE: _____
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* * *

DATE: _____
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FORM: HELP 008

FOLLOW - UP

PROJECT H.E.L.P.

TERMINATION DATE: _____

STUDENT'S NAME: _____ STUDENT No.: _____

H.E.L.P. COUNSELOR: _____ CENTER: _____

FOLLOW-UP AFTER TERMINATION

☐ 5-DAYS _____ Date ☐ 30-DAYS _____ Date ☐ 60-DAYS _____ Date

STATUS AT TERMINATION:

☐ ENROLLED IN A VOCATIONAL SCHOOL
☐ ENROLLED IN COLLEGE OR UNIVERSITY
☐ ENROLLED IN OTHER EDUCATIONAL PROGRAM
☐ EMPLOYED FULL-TIME
☐ EMPLOYED PART-TIME
☐ OTHER (SPECIFY) _____

ADDITIONAL COMMENTS: _____

_____

EDUCATIONAL AND EMPLOYMENT INFORMATION:

EMPLOYMENT DATA:

EMPLOYER: _____ ENTRY DATE: _____

ADDRESS: _____

TITLE: _____ HOURLY WAGE: _____

EDUCATIONAL DATA:

NAME OF SCHOOL: _____

ADDRESS: _____

FIELD OF STUDY: _____ ENTRY DATE: _____

ADDITIONAL COMMENTS: _____

BENEFITS OBTAINED THROUGH PARTICIPATION IN PROJECT H.E.L.P.: (Student's opinion)

☐ OBTAINED A JOB
☐ RETAINED JOB
☐ UPGRADED JOB
☐ ABLE TO ENROLL IN ANOTHER SCHOOL
☐ RECEIVED DRIVER'S LICENSE
☐ RECEIVED TRAINING IN COMPLETING INCOME TAX FORM

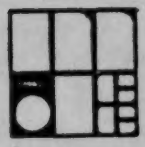
☐ OTHER (SPECIFY): _____

_____

ADDITIONAL COMMENTS: _____

_____

FORM: HELP 009



CLASS TRANSFER FORM

PROJECT H.E.L.P.

DATE: _____

STUDENT No.: ☐☐☐☐☐☐☐

STUDENT'S NAME: _____ / _____ / _____
Last Name / First Name / Second Name

TYPE OF CHANGE:

☐ MODEL ☐ LEVEL ☐ INSTRUCTOR

☐ TIME ☐ LOCATION (SAME CAMPUS) ☐ CAMPUS

	CAMPUS	LOC. CODE	SEQ. No.	TIME
DROP FROM:	_____	☐☐☐	☐☐☐☐☐	_____
ADD TO:	_____	☐☐☐	☐☐☐☐☐	_____

REASON FOR TRANSFER: _____

EFFECTIVE TRANSFER DATE: _____

_____ Student's Signature

_____ Counselor's Signature

STUDENT'S FOLDER SENT TO: _____ (Receiving Center) DATE: _____

(Original: Forwarding Center Yellow: Student's Folder Pink: New Instructor)

FORM: 010

GROUP SESSION LOG

SESSION No.: _____

PROJECT H.E.L.P.

DATE: _____

MAIN FOCUS: _____

TO THE COUNSELOR: Check "P" if present or "A" if absent in the column next to the student's name.

STUDENTS' NAMES		COMMENTS

COUNSELOR'S LOG

PROJECT H.E.L.P.

COUNSELOR'S NAME: _____

MONTH OF: _____ ,198

NOTE: This from to be handed to the Lead Counselor at the end of every month.

STUDENT NAME	DATE OF CONTACT	REASON

FORM: HELP 012

TERMINATION FORM

(Office records)

PROJECT H.E.L.P.

NOTE: This form to be completed for each student separated from the program. The purpose of this form is to compile information needed for monthly reports.

STUDENT'S NAME: _____ STUDENT No.: _____

TERMINATION DATE: _____ COUNSELOR: _____

PRIMARY REASON FOR SEPARATION:

- ☐ Job placement (Unemployed when entered program)
- ☐ Upgraded to a better job (Employed when entered program)
- ☐ To enter another training program
- ☐ Has met personal objectives
- ☐ Lack of interest
- ☐ Health problems
- ☐ Transportation problems
- ☐ Child care problems
- ☐ Family problems
- ☐ Scheduling conflicts (Specify below)
- ☐ To enter other educational program (Specify below)
- ☐ Moved from area
- ☐ Completed program (Specify below if completed a level only)
- ☐ Other known reason (Specify below)
- ☐ Reason unknown

SEX: ☐ Male ☐ Female AGE GROUP: ☐ 16-44 ☐ 45-64

COMMENTS: _____

_____

_____

Form HELP 013

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PROJECT H.E.L.P.

ATTENDANCE ROSTER

NOTE TO THE INSTRUCTOR: Enter "P", "T" or "A" in the appropriate box to indicate if the student is PRESENT, TARDY or ABSENT. Please make sure this form is fully completed in INK and turned in to the assigned counselor every Thursday.

LOC. CODE/SEQ. NO.: _____ WEEK OF : _____

INSTRUCTOR'S NAME: _____ COUNSELOR'S NAME: _____

INSTRUCTOR'S SIGNATURE: _____ COUNSELOR'S SIGNATURE: _____

STUDENT'S NAME	DAY / DATE	M	T	W	R	REMARKS

FORM: HELP 014

PROJECT H.E.L.P.

CAMPUS: _____

MASTER CLASS SCHEDULE

MONTH: _____, 198__

CENTER: _____

LOC. CODE	SEQ. NO.	ROOM	MODEL	LEVEL	HOURS	BEGINS	ENDS	INSTRUCTOR	COUNSELORS M-DCC	C for P/SALAD

26

Project HELP

Evaluación del Profesor

Nombre del profesor: _____ No. de Sequencia: _____

Fecha: _____

Queremos saber su opinión acerca del profesor. Lea cada una de las siguientes características y marque con una cruz (x) la columna que corresponde a su opinión sincera.

	excelente	satisfactorio	deficiente
1. Tiene conocimiento de la materia.			
2. Demuestra entusiasmo.			
3. Explica las lecciones claramente.			
4. Usa buenos ejemplos.			
5. Mantiene la clase interesante.			
6. Demuestra respeto por las ideas y experiencias de los estudiantes.			
7. Es justo al tratar con los estudiantes.			
8. Está bien organizado.			

Comentarios Adicionales _____

Projecto HELP Evaluación del Consejero

Nombre del consejero: _____ No. de Sequencia: _____

Fecha: _____

Queremos saber su opinión acerca del consejero. Lea cada una de las siguientes características y marque con una cruz (x) la columna que corresponde a su opinión sincera.

	excelente	satisfactorio	deficiente
1. Está disponsible cuando lo necesita.			
2. Mantiene al grupo en temas de interés.			
3. Se ocupa en ayudarle con sus problemas.			
4. Está consciente de los problemas del grupo.			
5. Es justo al tratar con los estudiantes.			
6. Respeta la opinión individual de los estudiantes.			
7. Tiene buena relación con los estudiantes.			

Comentarios Adicionales _____

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PROYECTO HELP

Evaluación del Programa

Por favor responda a las siguientes preguntas. Queremos saber si este programa ha sido beneficioso para usted. Sus comentarios nos ayudará a pianificar un programa más efectivo para el futuro.

1. ¿Este programa lo ha ayudado a dominar mejor el inglés? Sí No

2. ¿Este entrenamiento lo ha ayudado a comprender mejor y a participar más en el sistema de los Estados Unidos? Sí No

3. ¿Le recomendaría este programa a un amigo? Sí No

4. ¿Piensa que su participación en este programa lo ayudará a encontrar empleo con mas facilidad? Sí No

5. ¿Fué este programa lo que esperaba? Sí No

   Si responde no, por favor explique _____

   _____

6. Cómo evalua su experiencia en el Proyecto HELP?

   Muy Buena — Poco Satisfactoria

   Buena — Muy Poco Satisfactoria

   Satisfactoria

7. Comentarios Adicionales _____

   _____

   _____

   _____

   _____

PROJECT H.E.L.P.

STUDENT INDEX CARD

CENTER: _____ STUDENT No.: /_/_/_/_/_/_/

NAME: _____ ENTRY DATE: _____

ADDRESS: _____ TELEPHONE No.: _____

_____ SOC. SEC. # _____

COUNSELORS: _____ / _____

C for P/SALAD H-DCC

AGE GROUP: ☐ 16-44 ☐ 45-64 ☐ 65 + ☐ FEMALE ☐ MALE ☐ WHITE ☐ BLACK ☐ OTHER

CUBAN: / / HAITIAN: / / OTHER: / / SPECIFY: _____

SEQ. NO.	LEVEL	TIME AM	TIME PM	TIME EVE	STARTED	ENDED	INSTRUCTOR

TERMINATION DATE: _____

REASON: _____

STATUS AT TERMINATION: _____
(Refer to Form 009)

EMPLOYER: _____

ADDRESS: _____

NAME OF SCHOOL: _____

ADDRESS: _____

FINAL EVALUATION: _____

OTHER COMMENTS: _____

_____

_____

_____

_____

FORM: HELP 019

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Miami-Dade Community College

MIAMI, FLORIDA U.S.A.

certificate of completion

is awarded to

_____

on the _____ day of _____

Project HELP Model _____ Level _____

_____ _____

Project Director President

STUDENT FLOW

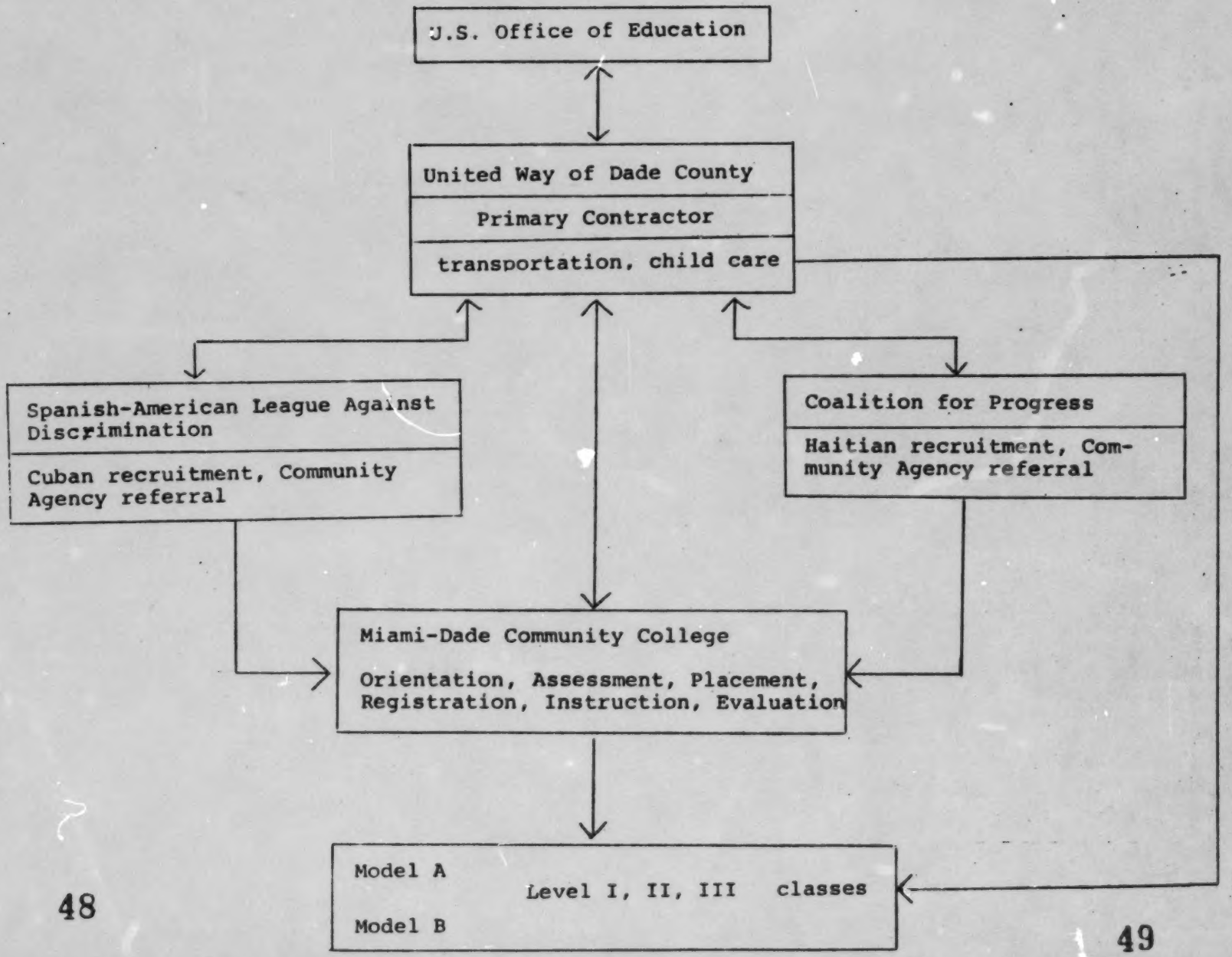
Upon referral by either S.A.L.A.D. or the Coalition for Progress, a participant takes part in an intake/orientation session during which the goals of the program are explained in detail, including the participant's responsibilities to the Project.

Depending on the results of the assessment session, the student is placed in one of the three levels of instruction (determined by oral proficiency in English language) within Model A or Model B (determined by native language literacy level).

During an individual interview with a counselor at the conclusion of the intake/orientation session, the student is given all necessary information to report back to the center on the first day of classes. At this time, the participant is given the opportunity to talk about his/her short and long range goals, the problems he/she may be experiencing and which may impair learning, etc. If necessary, the student will be referred back to either S.A.L.A.D. or the Coalition for Progress or will be referred directly to a service agency if the problem warrants immediate direct referral.

While the participant is in the program, he/she is given the opportunity to schedule individual counseling interviews on a need basis. The student also participates in weekly counseling sessions designed to support classroom instruction while discussing experiences related to their daily life. The student's progress is evaluated periodically to assess the degree of achievement of the established competencies.

When the participant decides to leave the program or at the time when he/s-e reaches program completion, the student has an exit interview with a counselor. The results of the exit interview are recorded for follow-up purposes. The first follow-up occurs a week from the date of termination if at that time the participant did not have immediate plans related to employment or enrollment in another educational program. The second follow-up occurs at a month from the date of termination to assess to what degree the participant has succeeded in pursuing his/her employment or educational goals. If needed, a third follow-up is done the following month.


U.S. Office of Education
United Way of Dade County
Primary Contractor
transportation, child care
Spanish-American League Against Discrimination
Cuban recruitment, Community Agency referral
Coalition for Progress
Haitian recruitment, Community Agency referral
Miami-Dade Community College
Orientation, Assessment, Placement, Registration, Instruction, Evaluation
Model A
Model B
Level I, II, III classes

SECTION II

LINKAGES AND COOPERATIVE ARRANGEMENTS WITH COMMUNITY AGENCIES, BUSINESS AND INDUSTRY

LINKAGES AND COOPERATIVE ARRANGEMENTS WITH COMMUNITY AGENCIES, BUSINESS AND INDUSTRY

The Hispanic/Haitian Employability through Language Program (Project HELP) is a cooperative effort of Miami-Dade Community College, United Way, the Spanish American League Against Discrimination, and the Coalition for Progress to provide services for the Cuban and Haitian Refugee population in Dade County, Florida.

I. UNITED WAY

Besides having the overall program responsibility as the prime contractor, United Way is also responsible for two ancillary services which assist the program participants in obtaining educational and counseling services.

United Way has subcontracted to provide a transportation system to certain eligible participants in need of bus service to reach the service centers.

Additionally, United Way is responsible for the Day Care provision in the Program which permits participants with pre-school children to attend classes while their children are being looked after.

Further, United Way has developed a computerized tracking system which permits M-DCC, SALAD, CFP and United Way to retrieve information about program participants immediately and, therefore, provide services efficiently or make referrals to other community agencies.

II. SALAD and CFP

The two community-based organizations, Spanish American League Against Discrimination (SALAD) and the Coalition for Progress (CFP) are the recruiters of program participants.

The organizations also provide social adjustment services as well as referring and assisting with job placement.

III. MIAMI-DADE COMMUNITY COLLEGE

The Community College provides the educational counseling and instructional services of the Program.

The Community College has located its services at outreach centers in areas of the County having large concentrations of the target populations.

Additionally, the College has disseminated information about the Program to the various agencies, organizations and associations in the communities in which their outreach centers are located as well as including information about the Program through the standard community information vehicles which extend county-wide.

IV. FLORIDA STATE EMPLOYMENT SERVICE

Linkage has been established between the HELP Project and Florida State Employment Services whereby computer print-outs of job opportunities are available weekly to the Program Centers.

Florida State Employment Service also provides staff at the Program Centers to register and disseminate information about job opportunities to participants.

Further, refugees seeking services at one of the Florida State Employment Service offices are likewise given information about the Program.

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V. INDEPENDENT FOUNDATION

The Independent Foundation has linked with Miami-Dade Community College to provide community volunteers to work as tutors in the program.

Additionally, Miami-Dade has requested the Independent Foundation to assist a Lutheran Church voluntary group seeking to establish free gynecological services for refugees.

VI. OTHER COMMUNITY AGENCIES

Miami-Dade Community College has established linkage with community agencies such as the Christian Community Services Agency, the churches and other "Volags" for assistance in recruitment and referral. (See Appendix I for a more comprehensive list).

VII. ACHIVE

Miami-Dade Community College has submitted a proposal to H.R.S. to obtain funding for a program that would assist refugees in the area of vocational education.

It is hoped that the ACHIVE proposal (Attainment by Cubans and Haitians for Immediate Employability through Vocational Education) will be approved for funding and follow as a natural adjunct to Project HELP.

SECTION III

OUTREACH AND ASSESSMENT

ASSESSMENT PROCEDURE AND METHODS

Participants for Project HELP are recruited through the Spanish American League Against Discrimination (S.A.L.A.D.) and Coalition for Progress. These agencies determine the elegibility of the prospective participants based on documentation of their age, nationality, and date of entrance into the United States.

If prospective participants are found ineligible for services, appropriate community referral are made. However, if the participant is deemed eligible for Project HELP, information is then provided as to the date, time, and location of the next assessment session.

Initial contact between the participants and the Miami-Dade Community College staff occurs during group intake and orientation sessions which are held at different times, days and locations in an effort to insure participant accessibility.

Orientation activities held in the participants native language, include a general overview of the training program thereby acquainting them with the purpose, objectives, results, benefits, and their personal responsibilities. In addition, the students are informed of the training schedules, and locations of the centers throughout Dade County. Any general question is then answered.

At the orientation session the participants fill out a Project H.E.L.P. Registration form and a Project HELP Intake form, both of which are presented in the participants' native language.

Throughout the orientation session counselors continuously circulate among the participants providing individual assistance in filling out all items. After the forms have been completed, they are reviewed by the

counselors to insure that all necessary information has been included.

At this point, the counselors make a preliminary evaluation of the literacy of the students based on the difficulty with which they completed their forms. An "A" for literate or "B" for illiterate is then written on the student forms as a temporary substitute for the CTBS which is administered once the student has been admitted into a class.

Following the completion of the forms and the orientation session, the students are individually assessed as to their level of English by program instructors. The instrument administered is an in-house English assessment test specifically designed to determine the students conversational skills in the English language. Based on their performance on the test, the students are assigned to one of three program levels. The main goal of this assessment is to place the participant in the appropriate level so that the class will be neither too easy or too difficult.

The students are then registered for class according to their assigned level and to the time and location of preference. A card is given to the student which indicates the center, address, telephone number, starting date and time, and the level of their class.

The special needs presented by the refugee population are taken into consideration during the orientation session as well as throughout the entire assessment process. Staff conducting the orientation is bilingual as well as sensitive to the cultural and socioeconomic characteristics of the refugee population.

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ASSESSMENT INSTRUMENTS

Students admitted into Project HELP are administered two types of assessments, namely, for vocational skills and literacy in their own native language. The instruments being used for this purpose are the comprehensive occupational assessment and training system (COATS) and the comprehensive tests of basic skills (CTBS).

The CTBS is a spanish language adaptation of the CTBS reading and mathematics test developed by the Norwalk-La Miranda Unified School district in Southern California. Students in Project HELP are administered the reading vocabulary and reading comprehension sections of level 2. The results of this test assists in determining the student literacy in their own native language, therefore insuring the best placement for the student in future training. The CTBS is administered to a group of students during a regular class period and takes approximately 1 hour to administer. Bilingual staff is always present during these sessions.

During one of the counseling sessions the students are administered the COATS which utilizes an audio-visual format in assessing both vocational interests and past experiences. The audio-visual cartridges present photographs of skill activities as they would be seen from the viewpoint of the person performing the activities.

The audio-visual format requires only minimal reading. Participants need only understand and/or read simple words and phrases such as like, dislike, have done, can do. Furthermore, the audio-visual format allows for this instrument to be utilized with both Haitian and Cuban participants. An additional counseling session is used to interpret the results of the COATS to the participants.

See appendix II for copies of brochures and flyers used for recruitment, intake forms and testing instruments.

SECTION IV

CURRICULUM AND TEXTBOOKS

PROGRAM STRUCTURE

The program is structured in two different models. Model "A" for the literate students and Model "B" for the illiterate students. Each model is divided in three levels of instruction ranging from the beginning to the advanced. The specific English and life skills listed in the contract as "competencies" form the basis of the curriculum.

The material that follows is incorporated in this document to illustrate curriculum content.

Curriculum content for Model A - Levels II and III and Model B - Levels II and III will be made available upon request.

CURRICULUM MODEL A-LEVEL I

COMPETENCIES

Component 1

Upon conclusion of this component the students will be able to:

1. Use and respond to simple commands.
2. Use the question word "what" correctly.
3. Use the simple present tense in the affirmative, negative and interrogative using contractions where appropriate.
4. Use personal names (surname, first, middle and maiden names) and words denoting marital status.
5. Be able to address an envelope and fill out the address section on a form.
6. Respond to questions about the time.
7. Use the question word "where".
8. Ask and respond to questions relating to place of birth.
9. Understand U. S. money denominations and use this understanding to express the cost of everyday items.
10. Demonstrate an understanding of the singular and plural of nouns and pronouns.
11. Use definite and indefinite articles.
12. Use demonstrative adjectives in the singular and plural.
13. Use the prepositions "at", "on", "in", "under."

Component 2

Upon conclusion of this component, the students will be able to:

1. Use the question word "who."
2. Use the expressions "at work", "at home", and "at school."
3. Respond to the question, "What's the matter?"
4. Name parts of the body and some common ailments.
5. Use the verb "to have" in the affirmative.
6. Use cardinal numbers and apply this knowledge when using the telephone and stating an address.

7. Discuss renting a room, apartment or a house and the rooms place.
8. Use the simple present in affirmative, negative and interrogative, employing contractions where appropriate.
9. Use the expressions "there is", "there are ."
10. Use affirmative and negative short answers in the simple present.
11. Use vocabulary encompassing clothing needs.
12. Identify the colors.
13. Ask and answer questions with the verb "to need."
14. Understand the positioning of adjectives, i.e. before the noun they modify.
15. Demonstrate ability to name the days of the week, the months and the seasons.
16. Use the ordinal numbers.
17. Use the present continuous tense in affirmative, interrogative and negative sentences.
18. Use the object pronoun "him."
19. Use the verb "to learn" with a "to" infinitive.

Component 3

Upon conclusion of this component, the students will be able to:

1. Use the imperative form of verbs.
2. Ask and answer questions relating to date and age.
3. Use some two-word verbs in the present continuous.
4. Use the preposition "at" in response to questions about the time.
5. Understand and use directional terminology.
6. Use adverbial time expressions.
7. Use the verb "want" with a "to" infinitive.
8. Use prepositional phrases.

ESL Language Competencies
Level 1, Model A - cont.

Component 4

Upon conclusion of this component, the students will be able to:

1. Use the simple past tense in affirmative, negative and interrogative sentences (regular verbs).
2. Respond to questions in the past with long and short answers.
3. Use the model auxiliary "can."
4. Use the past tense of some irregular verbs.
5. Use "too" to qualify adjectives.
6. Use the question word "how" in conjunction with the past tense of the verb "to be."
7. Use object pronouns and understand their relationship to the nominative pronoun.
8. Use the future tense with "going to".
9. Answer questions beginning with "How do you spell...."

CURRICULUM MODEL A - LEVEL I

LESSON UNITS

LEVEL I

Lesson I

On completion of this level the students will show orally, in writing or through demonstration, proficiency in the following competency objectives.

1. Respond to simple commands and questions.
2. Give an appropriate response when greeted and asked his name.
3. Reproduce small and capital letters.

Lesson 2

1. Respond to classroom directions.
2. Show an understanding of the most common signs.
3. Identify the numbers from 0-100.
4. Ask and answer questions about the time.
5. Give appropriate response upon being asked his full address.

   Teacher's resource: map of Miami

Lesson 3

1. Identify various occupations.

   References: E.A.C.I. - pp. 128-129
   English I- p. 133

2. Ask and answer questions with "to be" relating to occupations.

Lesson 4

1. Demonstrate an understanding of singular and plural.
2. Ask and answer questions regarding nationality.

   Teacher's resource: map of Caribbean and/or world

Lesson 5

1. Identify 1/4 and 3/4 hours.

   Reference: English 1, pp. 44-45

2. Identify the days of the week.

Lesson 5 - cont.

3. Fill out a simple I.D. form.

   References: E.A.C.I. - p. 8
   Communication Skillbook - p. 54

4. Use the present continuous.

   Reference: Practical English - pp. 66-66

Lesson 6

1. Identify U. S. coins.

   Reference: Using Money Series-Books II and III

2. Distinguish between "this" and "that".

3. Identify some common food items.

   References: E.A.C.I. - pp. 36-38
   A Conversation-Book 2 - p. 107

4. Respond to questions with "how much?".

Lesson 7

1. Identify fruits and vegetables (choose items with reference to Cuban/ Haitian diet).

   References: Communication Skillbook - pp. 13-14
   English 1 - p. 79

2. Use "a" and "an" correctly.

3. Ask and respond to "who" questions.

4. Use "these" and "those".

5. Purchase produce items in a market.

   Reference: E.A.C.I. - p. 29

Lesson 8

1. Identify common locations-at the bank, at the hospital, etc.

   Reference: Practical English - pp. 9-10, 12, 30

2. Use "where" in questions,

3. Distinguish between expressions "here" and "there".

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Lesson 9

1. Identify common objects found in the house and specify their location using the prepositions in, on and under.

   References: Communication Skillbook 1 - p. 21
   English 1 - pp. 124-125

2. Ask and answer questions relating to location.

Lesson 10

1. Identify family relationships within the immediate family.

   References: E.A.C.I. - pp. 11-14
   Communication Skillbook - pp. 25-27

   (family tree and questions)

2. Use basic vocabulary needed for self-identification (surname, first, middle and maiden names).

3. Review the numbers from 1-100.

   N. B. to Instructor: Identify level of student to basic computation and provide material on an individual basis.

   References: Learning Math Skills
   Meeting Basic Competencies in Math

4. Ask and answer "who" questions about family members.

5. Use the expressions, "at home", "at work" and "at school".

6. Review monetary values and make change.

   Reference: Communication Skillbook - pp. 29-31

Lesson 11

1. Identify parts of the body and common ailments.

   Reference: E.A.C.I. - Chapter 3

2. Conduct a conversation about common ailments.

3. Use the verb "have" and "what?" and yes/no questions.

4. Idenfity the parts of a telephone and conduct a telephone conversation.

   Reference: Speak English 1 - pp. 2-3

5. Respond to questions which elicit student's telephone number.

6. Identify "drugstore remedies" and means of locating medical help.

Lesson 11 - cont.

7. Use the simple present tense to formulate statements and questions.

Lesson 12

1. Discuss dwelling places.

   Reference: E.A.C.I. - pp. 88-89

2. Discuss renting an apartment.

   References: E.A.C.I. - pp. 85-87
   Speak English - pp. 62-67

3. Focus on the use of auxiliary "do" in the present tense.

4. Discuss the number of children in a family.

   Reference: E.A.C.I. - pp. 11-14

5. Use the model "may" as in "May I help you?"

6. Review the present continuous.

7. Use the negative of the simple present.

Lesson 13

1. Conduct a discussion with a landlord about a rental.

2. Discuss the number and types of rooms in an apartment or house, as well as items of furniture.

   References: E.A.C.I. - pp. 89-91
   A Conversation Book - pp. 62-63
   Speak English - pp. 62-69

3. Use the expression "there is, there are" in statements and questions.

4. Talk about the location of the student's home relative to other nearby locations.

5. Ask about rent on a house or apartment.

Lesson 14

1. Use expressions of hunger, thirst and other states of being and feeling.

   Reference: E.A.C.I. - pp. 9-10

2. Reproduce a dialogue suitable for use in a fast food restaurant, take-out store, etc.

3. Respond to questions about the time.

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Lesson 15

1. Conduct a conversation about types of food in different countries.

   Reference: E.A.C.I. - pp. 30-32

2. Use the third person singular, present tense in "what?" and yes/no questions with verbs other than "be".

3. Review and practice talking about common ailments, feelings and types of homes.

4. Use possessive nouns when talking about family relationships.

Lesson 16

1. Identify some common articles of clothing.

   References: E.A.C.I. - pp. 109-113
   English 1 - pp. 103-107

2. Identify the colors.

3. Use adjectives to modify articles of clothing (position of adjectives before noun).

4. Identify the months of the year and first 12 ordinal numbers.

5. Identify the seasons.

   Reference: E.A.C.I. - p. 19

6. Review the present tense.

7. Use ordinal numbers when talking about the months.

Lesson 17

1. Discuss activities using the present continuous tense.

2. Review the simple present tense.

3. Use the object pronoun "her".

4. Discuss occupations in the present continuous tense.

5. Use the two word verb "look for."

Lesson 18

1. Identify some driving activities.

   Teacher's resource: Driver's handbook

2. Use the object pronoun "him."

3. Use some verbs that are followed by a "to" infinite.

Lesson 18 - cont.

4. Use the expression "take lessons" correctly.

5. Fill out an application for a driver's license.

   Reference: Communication Skillbook 1 - p. 54

Lesson 19

1. Identify common stamps for regular and air mail use to domestic and foreign destinations.

   References: E,A,C,I, - pp. 148-149
   English 1 - pp. 67-73

2. Conduct conversations typical of an exchange in the Post Office.

3. Use the verb "need" correctly.

4. Respond to the questions "what's the date?, What day is it?"

5. Review the possessive of nouns.

6. Respond to question "When is your birthday?"

7. Respond to the question "How old are you?"

Lesson 20

1. Respond to questions about age, date and birthdays.

2. Fill out a simple I,D. form.

   Reference: E.A.C.I. - p. 8

3. Use some two word verbs in the present continuous.

4. Use the expression "to be, getting hot, cold", etc.

5. Discuss common early morning activities.

   Reference: Communication Skillbook - pp. 63-64

6. Review driving activities, occupations and articles of clothing.

7. Use the expression "on sale."

Lesson 21

1. Converse about habitual daily and week-end activities.

2. Use the expressions "to work, number of days per week, day off, on Mondays," etc.

   Reference: English 1 - pp. 134-138

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Lesson 22

1. Converse about daily meals and snacks.

   Reference: E.A.C.I. - p. 17

2. Discuss food groups and meal planning.

   Reference: The Money Series: How to Buy Food

3. Review time.

4. Use structures and vocabulary from this lesson in a restaurant setting.

5. Use time expressions with "every".

6. Use modifers "heavy" and "light" and the expression "on a diet."

7. Ask for and give simple information about bus and airplane schedules.

   References: MTA bus schedules.
   Communication Skillbook - p. 59

Lesson 23

1. Conduct a conversation about taking the bus.

   References: MTA route map
   E.A.C.I. - pp. 67-72
   Speak English I - pp. 43-45 (includes bus schedule)

2. Identify points of the compass and expressions such as "southbound", etc.

   References: Speak English - pp. 45-46
   E.A.C.I. - p. 169
   A Conversation Book II - pp. 56-57

3. Follow directions on a map.

   Teacher's Resource: Street map of Miami

4. Respond to questions about daily activities.

5. Formulate and respond to questions about activities at various locations, the bank, beach, etc.

Lesson 24

1. Identify some common feelings and respond to questions about these feelings and about what the student's want to do about these feelings.

   Reference: E.A.C.I. - p. 9

2. Ask for and give street locations of some common places of business.

   References: Speak English I - p. 45
   E.A.C.I. - pp. 168-169

Lesson 24 - cont.

3. Use the verb "want" correctly.

4. Fill out a check.

References: Communication Skillbook 1 - p. 81
E.A.C.I. - pp. 142-145

Lesson 25

1. Ask for and give directions to specific locations where items can be purchased.

References: English 1 - p. 102
E.A.C.I. - p. 34
Speak English - pp. 55-61
Communication Skillbook - p. 9

Teacher's resource: Picture file - "Where do I get a . . .?"

2. Talk about things you need to do.

3. Talk about getting on and off transportation at specific locations.

4. Review a bus schedule.

Reference: Communication Skillbook 1

Lesson 26

1. Talk about past activities using time expressions like "last Saturday", etc.

2. Differentiate between present and past activities.

References: Communication Skillbook - pp. 39-40

3. Reproduce the past tense with correct pronunciation (consider an explanation of final sounds).

4. Use the past tense in the affirmative, negative and interrogative forms with contractions where applicable.

Lesson 27

1. Review specific occupations.

References: English 1 - Reading "Two Jobs" - pp. 140-141

2. Use the model "can" within the concept of an occupation.

3. Review work hours.

4. Use the past tense to discuss previous occupations and experience.

Reference: E.A.C.I. - p. 123 "The Want Ads"

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Lesson 27 - cont:

5. Discuss tools, machines, etc. used on the job.

   Reference: English 1 - p. 154
   The Work Series: Work Rules - pp. 9-13

6. Discuss some work conditions.

   References: English 1 - p. 151-Reading "Working in a Factory"
   E.A.C.I. - pp. 124-126

Lesson 28

1. Discuss interesting places to visit in the city using present and past tenses (regular and irregular verbs).

   References: E.A.C.I. - pp. 162-164
   Practical English - pp. 178-193

2. Talk about household pets.

Lesson 29

1. Identify the names of different types of cars and the parts of a car.

   References: Communication Skillbook - p. 51
   A Conversation-Book II - p. 45

2. Use "shopping terms" such as "it doesn't fit, exchange, receipt", etc. correctly.

   References: Wheels and Deals (Buying a Car.)
   The Money Series: How to Buy Clothes
   E.A.C.I. - pp. 114-120

3. Talk about buying, selling and trading in cars.

4. Use common tables of weights and measures.

   References: E.A.C.I. - pp. 32-35,
   A Conversation Book - pp. 168-169

Lesson 30

1. Discuss activities in the past relating to places of interest visited.

   Reference: Map of U.S.

2. Review occupations, returning various items, and types of cars.

   Reference: E.A.C.I. - pp. 93-95

Lesson 31

1. Talk about the weather.

   Reference: E.A.C.I. - pp. 160-161

Lesson 31 - cont.

2. Use the verb "to be" in the past to discuss lesson items.

3. Write an absence note and discuss an absence.

4. Reference: The Work Series: Work Rules - p. 43

4. Review ailments and medical services.

   Reference: Yellow Pages

5. Formulate and respond to questions with "why?"

Lesson 32

1. Identify names of some gift items and birthday customs.

2. Use object pronouns correctly with an understanding of their relationship to the nominative pronouns.

3. Develop vocabulary useful at the barbers or beauty shop.

Lesson 33

1. Discuss repairs necessary in a house or an apartment.

   References: The Money Series: Finding a Place to Live - pp. 20-22
   (Landlord's responsibility to the tenant.)
   E.A.C.I. - pp. 96-99 (Tools needed for fixing up or repairing an apartment.)

2. Use the "going to" form of the future tense and future expressions of time.

3. Use two word verbs with "get" (get up, get off, etc.)

4. Use adverbs of time.

Lesson 34

1. Talk about sale items.

   References: A Conversation-Book II - p. 23, pp. 31-33
   The Money Series: How to Buy Food - pp. 26-28.
   (At this point review computation skills.)

   The Money Series: How to Buy Clothes.
   The Money Series: Buying Furniture for Your Home - pp. 18-20

2. Discuss substitution of native food items for American ones..

   Reference: The Work Series: How to Buy Food - pp. 9-25

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Lesson 34 - cont.

3. Discuss work rules about time.

   Reference: The Work Series: Work Rules - pp. 33-42

4. Review numbers.

5. Ask for a telephone number from information.

6. Use vocabulary appropriate to a telephone conversation.

   References: English 1 - p. 61
   Speak English - pp. 1-10

7. Contact emergency services and provide relevant information.

   Reference: E.A.C.I. - pp. 63-64

8. Handle a wrong numbers call.

Lesson 35

1. Identify names of some small and large electrical appliances.

   Reference: E.A.C.I. - pp. 98-99

2. Discuss home appliance repairs with a repairman.

3. Understand the function of the Yellow Pages.

4. Review the future tense with "going to".

STUDENT PROGRESS RECORD-KEEPING

1. The primary record of student progress is the benchmark system. The operation of this system is explained separately on the pages titled "Explanation of Benchmarks for Instructors." The teacher must keep an up-to-date record of achievement on the class record sheet.

2. At least once every four weeks, usually at the completion of a four-week component, the instructor should transfer the information from the class record sheet to the individual progress chart for each student. These charts must be filed in the student's file in the counselor's office by the end of the course (16th week).

3. The formal four-week component test should be placed by the instructor in the individual student file as soon as practicable after the instructor and student have gone over it.

4. At the end of each four-week component, the instructor completes a Student Assessment page, and places it in the student file.

Summary

The instructor is responsible for placing in each student's file: a) the completed individual progress chart, b) the completed component tests, and c) a performance assessment sheet for each four-week component.

BENCHMARK EVALUATION SYSTEM

Explanation of Benchmarks for Instructors

Project HELP is bound by contract with the U.S. government to train our population of students in English language and various areas of "life skills". The specific English and life skills are listed in the contract as "competencies", and form the basis of our curriculum. In order to facilitate monitoring of our students' progress towards mastering these various competencies, and to provide an accounting system through which we can demonstrate compliance with the terms of the contract, we have translated the competencies into a series of "benchmarks" (behavioral objectives).

For this purpose, each level of study (1, 2 or 3) is divided into four four-week components, and benchmarks have been written for each component.

The teacher will keep a permanent record sheet for each class showing the students' names and the date (month and day, e.g. 10/3) when an individual student fulfilled a given benchmark. The benchmarks are listed on a separate sheet (see Teacher's Manual), but numbered for easy correlation with the class record sheet.

Completion of a particular lesson is not to be equated with satisfaction of a benchmark. The teacher should judge a student's performance for an individual benchmark at least a week after the relevant lesson has been introduced. The manner of testing for a benchmark will depend on the particular benchmark and the teacher. Clearly "Student will fill out an application form" must be tested in writing, while "Role play ordering a meal in a restaurant" must be tested in an oral but non test-like situation. Many of the grammar-based benchmarks could be tested orally or written, but whenever possible should be tested conversationally.

One or two of the benchmarks can be checked in the fourth-week component tests, but note that those tests are intended as reinforcement tools and do not comprehensively cover the benchmarks. Therefore, satisfactory overall performance on those tests cannot be construed as achievement of the set of benchmarks. In addition, note that the four-week component evaluation is a one-shot, sit-down test, whereas you can check off a benchmark at any time that the student satisfactorily completes the task specified in the benchmark. If a student fails to perform

satisfactorily at one point in time, you can go back and test him at a later time until you can check him off. (Remember, too, that the language lab personnel and tutors can help in bringing a student up to level on a specific area.)

The benchmarks should be checked off by the teacher on an ongoing basis throughout the length of the course.

The benchmark record sheet must be turned in to the lead instructor at the completion of each four-week component accompanied by brief comments on any student who has not completed them. The record sheets must also be kept up-to-date and available on request by your lead instructor at any time.

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Model A
Level I
Component 1

Benchmarks

Student will:

1. React appropriately to four of the following simple commands:

   Listen!
   Read page ____!
   Write your name!
   Close your book!
   Sit down!
   Open your book!
   Answer the question!
   Repeat!
   Ask ____ a question!
   Circle the correct answer!
   Take a break!

2. Give four commands to another student and get successful reaction.

3. Ask 3 questions using what correctly and obtain successful response.

   e.g. What is this? What time is it?

4. Give the time in response to questioning.

5. Ask 2 questions about where classroom objects are.

6. Answer 2 questions about where classroom objects are using the definite article and in, on, under, or at appropriately, including one plural sentence.

7. Fill out an application form including Mr., Mrs., Ms., name (last, first, middle and maiden), address and place of birth.

8. Answer 3 questions correctly which require a negative answer with the verb 'be' including one plural sentence.

9. Address an envelope including return address.

10. Identify U.S. coins using: This is a _____, and These are _____, and state the total cost of three different-priced items.

11. Identify three of the following food categories:

    Meat, fruit and vegetables

12. Identify 10 job classifications, including his own present job, past job, and future goal.

Sequence # 18-_____ Teacher_____ Level 1 Component 1 61

* *

Student	1	2	3	4	5	6	7	8	9	10	11	12
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												
18.												
19.												
20.												
21.												
22.												
23.												
24.												
25.												

Model A
Level I
Component 2

Benchmarks

Student will:

1. Ask 3 questions using who
   e.g. Who is wearing a red shirt? Use different colors and items of clothing in the questions.

2. Answer correctly 3 questions as in 1, asked by another student.

3. Answer where questions using at work, at home and at school.

4. Respond appropriately to the question "What's the matter?" including names of common ailments in specific body parts.

5. Give his own telephone number.

6. Role play placing an emergency telephone call.

7. State his address using cardinal and ordinal numbers correctly.

8. State what kind of housing he lives in and how many bedrooms and bathrooms there are, using the expressions there is or there are appropriately.

9. Answer the following questions appropriately and correctly -
   What color {eyes / hair} do you have?

10. State the day's date correctly using the name of the day, the name of the month and an ordinal number.

11. Describe the clothing worn by another student.

12. Tell one thing he wants to learn to do.

13. Use the object pronouns him and her.

14. Ask and answer questions with the verb need.

Sequence # 18-_____ Teacher_____ Level 1 Component 2 63

* *

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														
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16.														
17.														
18.														
19.														
20.														
21.														
22.														
23.														
24.														
25.														

Student will:

1. React appropriately to 3 commands which include a prepositional phrase (e.g. Put the book on the table).

2. Give 2 commands as in Benchmark 1, to another student, and obtain a successful reaction.

3. State his birthdate correctly using ordinal numbers and the verb be.

4. State his age using verb be.

5. Ask another student his age and birthdate and obtain an appropriate response.

6. Respond to the question, "What do you do in the morning?" using three of the following expressions: wake up, get up, turn on, turn off, put on, take off.

7. State what time each of the activities mentioned in Benchmark 6 occurs, using at _____.

8. State three things he sometimes does, never does, and often does.

9. Answer three how often questions telling how often and when an activity occurs using prepositional phrases, e.g. on weekends, in the morning, etc.

10. State how to get from the center to his house or neighborhood using compass directions.

11. Tell what his plans are for working in the U.S. using the expression want to.

12. List tools needed for three specific occupations.

Sequence # 18-_____ Teacher_____ Level 1 Component 3 65

Student	1	2	3	4	5	6	7	8	9	10	11	12
1.												
2.												
3.												
4.												
5.												
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25.												

Benchmarks

Student will:

1. Tell 3 things he did recently using regular verbs in the past tense correctly.

2. Tell 3 things he didn't do the day before.

3. Ask another student if he did specific things the weekend before. (e.g., Did you go to the movies?)

4. List 5 considerations when buying, selling, or trading a car.

5. Answer questions as in benchmark 3 above, using long and short answers.

6. Tell 3 things he can and can't do.

7. Ask another student if he can do some specific thing.

8. Tell 3 things he did in the past week using irregular past tenses correctly.

9. Answer 3 why can't you questions using the pattern because it is too with the appropriate person and number of the verb be.

10. Ask a question about the weather in the past using how and the verb be.

11. Answer 2 questions of the form, "What did you give your _____ for his birthday/Christmas?

12. Role play a telephone call to a repairman.

13. Tell 3 things he is going to do in the next week/month/year.

14. List 3 types of commercial sales.

15. Spell 3 English words pronouncing the names of the letters correctly.

16. Describe the typical time schedule for an employment situation, i.e. arrival time, coffee breaks, lunch time, and leaving time.

Sequence # 18-_____ Teacher_____ Level 1 Component 4

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1.																
2.																
3.																
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CURRICULUM MODEL A - LEVEL I

COMPONENT EVALUATION

Model A
Level I
Component 1

Project HELP

Name _____

68

Date _____

Part One: Please complete the form below.

Mr.
Mrs.
Name Ms. _____ Sex M/ /
F/ /

Last First Middle

Address _____

Number Street

_____ _____

City State Zip Code Telephone

Date of Birth _____ Place of Birth _____

Part Two: 1. Look at the picture.
2. Circle the correct answer or sentence.

1. Is the woman a doctor?

a. Yes, he is.
b. No, she isn't.
c. No, he isn't.
d. Yes, she is.

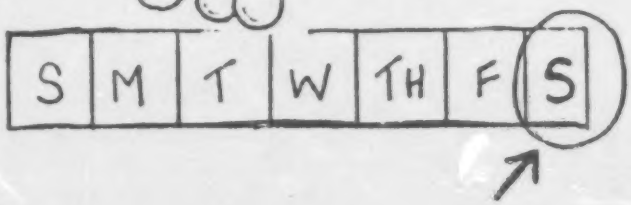
2. Are these men cooks?

a. Yes, they are.
b. No, he isn't.
c. No, they aren't.
d. Yes, he is.

3. What are they?

a. It's a GRAPEFRUIT.
b. They're GRAPES.
c. They're GRAPEFRUITS.

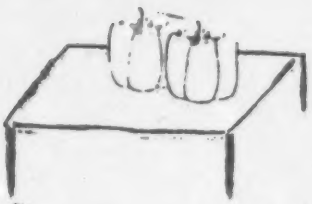
4. What day is it?



a. It's Sunday.
b. It's Saturday.

5. What's this?

a. It's a quarter.
b. It's a nickel.
c. It's a dime.
d. It's a penny.



6. Where are the peppers?

a. They're ON the table.
b. They're IN the table.
c. They're AT the table.

7. Circle one.

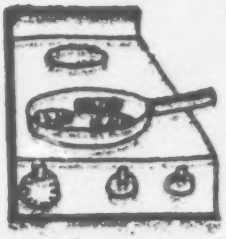
a. They're at the post office.
b. They're at the bank.
c. They're at the store.

8. What time is it?

a. It's a quarter to eleven.
b. It's five minutes to three.
c. It's eleven fifteen.

9. Where are the hamburgers?

a. They're on the table.
b. They're on the stove.
c. They're in the sink.



10. What's this?

a. It's a purse.
b. It's a wallet.
c. It's a bag.

PART THREE: Complete the sentences with IS, AM or ARE.

1. Mr. Smith _____ a mechanic.

2. Susan and Tom _____ students.

3. William and I _____ from New York.

4. Miss Johnson _____ at the airport.

5. It _____ seven o'clock.

6. I'm _____ sorry.

7. Where _____ you from?

8. What _____ your name?

9. _____ you a doctor?

10. How much _____ a quart of milk?

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PART FOUR: 1. Look at the picture.
2. Complete the sentence with the correct word:
(MY, YOUR, HIS, HER)

1. What's _____ occupation?

He's a waiter.

2. What's _____ telephone number?

It's 445-3215.

3. What's your name?

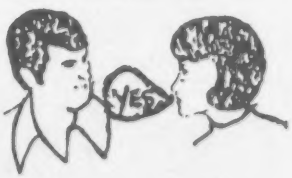
_____ name is Charlie.

PART FIVE: 1. Read each sentence.
2. Write the number of the sentence next to the correct picture

1. CLOSE YOUR BOOK

2. SIT DOWN

3. OPEN THE DOOR



4. LISTEN

5. ANSWER THE QUESTION

_____

_____

_____

_____

1

PART SIX: 1. Read the sign in SPANISH.

2. Write the number of the sign next to the same sign in ENGLISH.

1.	PELIGRO	OUT OF ORDER	
2.	VENENO	FLAMMABLE	
3.	ESCAPE DE INCENDIO	CAUTION	
4.	NO ENTRE	POISON	
5.	BAÑOS PUBLICOS	EXIT	
6.	NO FUNCIONA	DO NOT ENTER	
7.	COMBUSTIBLE	RESTROOMS	
8.	SALIDA	FIRE ESCAPE	
9.	PRIMEROS AUXILIOS	DANGER	1
10.	CUIDADO	FIRST AID	

Evaluation A - I - I
Page 4

Part Six: 1 Read the sign in Creole.
2, Write the number of the sign next to the same sign in English.

1. PWAZON	OUT OF ORDER	----------
2. PA ANTRÉ	POISON	_____
3. WATÈ PIBLIK	EXIT	_____
4. LI ANPA-N	DO NOT ENTER	_____
5. SÓTI	RESTROOMS	_____

PART SEVEN: 1. Listen to the teacher.
3. Circle the correct answer.

1. a. Who are you?
   b. How are you?

2. a. C
   b. Z
   c. S

3. My zip code is:

   a. 90045
   b. 90405

4. a. Today is Tuesday.
   b. Today is Thursday.

5. My address is:

   a. 1215 NW 25th Avenue
   b. 215 NW 25th Avenue

6. My phone number is:

   a. 546-7831
   b. 546-7038

7. a. $13.50
   b. $13.15

8. a. Mrs. Lee is a teacher.
   b. Miss Lee is a teacher.
   c. Mr. Lee is a teacher.

9. a. She's WASHING the baby.
   b. She's WATCHING the baby.

10. a. I work with THIS DENTIST.
    b. I work with THESE DENTISTS.

Project HELP

Model A
Level 1
Component 2

Name _____ 74

Date _____

PART ONE: 1. Look at the picture.
2. Circle the correct sentence or answer.

1. Mrs. Davis has

a. two sons
b. two children
c. two daughters

2. They are

a. father and daughter
b. husband and wife
c. brother and sister

3. How much is it?

a. It's sixteen cents.
b. It's sixty-one cents.
c. It's sixty cents.

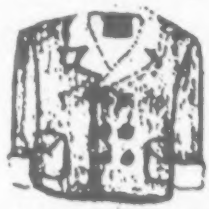
4. What's the matter?

a. I have a sore knee.
b. I have a sore leg.
c. I have a sore ankle.
d. I have a sore elbow.

5. What are these?

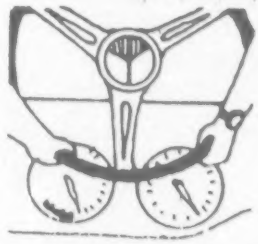
a. They're chicken breasts.
b. They're chicken wings.
c. They're chicken drumsticks.

6. What's that?



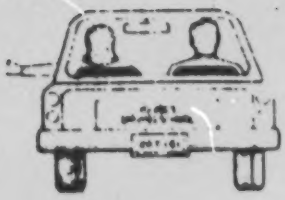
a. It's a light jacket
b. It's a shirt.
c. It's a heavy coat.

7. What are you doing?



a. I'm steering
b. I'm shifting
c. I'm turning

8. What's she doing?



a. She's making a left turn.
b. She's making a right turn.

9. What are you looking for?

a. I'm looking for a suit.
b. I'm looking for a tie.
c. I'm looking for a jacket.

10. July is in

a. spring
b. winter
c. summer
d. autumn

PART TWO

1. Read the question.
2. Look at the picture.
3. Complete the answer.

1. What's the matter?

I have a _____.

2. What do you want?

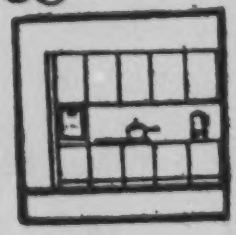
I want _____

3. Do you have any children?

Yes, I have _____.

4. What room is this?

It's the _____



5. What do you want today?

I want some chicken _____.

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6. Are you hungry?

   No, I'm not. I'm _____.

7. What is she doing?

   She's _____ a dress.

8. What is the waitress doing?

   She's _____ an order.

9. Are you making a turn?

   No, I'm not. I'm _____.

10. Is he learning to drive?

    No, he isn't. He's learning to _____.

PART THREE: Complete the sentences with HAS or HAVE.

1. I _____ a sore ankle.
2. Barbara _____ a stomach ache.
3. John and I _____ the flu.
4. Robert _____ a toothache.
5. The children _____ a fever.

PART FOUR: Complete the sentences with the correct words.

IS LEARNING
ARE WAITING
ARE LOOKING
IS LISTENING
IS TYPING

1. The secretary _____ a letter.
2. John and I _____ for the bus.
3. Peter _____ to the radio.
4. They _____ for an apartment.
5. David _____ to drive.

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PART FIVE: Complete the sentences and questions with the correct words:

THERE IS	IN
THERE ARE	ON
IS THERE	AT
ARE THERE	

1. _____ a lamp _____ the table.

2. _____three bedrooms _____ the house?

3. _____ coffee _____ the stove.

4. _____ a bus stop _____ the corner?

5. _____ a telephone _____ the office.

PART SIX: 1. Listen to the teacher.
2. Circle the correct sentence.

1. a. I'm looking for a PIN.
   b. I'm looking for a PEN.

2. a. She's talking to the MAN.
   b. She's talking to the MEN.

3. a. I have a PEN.
   b. I have a PAIN.

4. a. There's a BALL on the table.
   b. There's a BOWL on the table.

5. a. Do you want TO EAT?
   b. Do you want it?

Project HELP

Name _____

Model A
Level I
Component 3

Date _____

PART I

1. How much is an air mail stamp for the U.S.?

   a. It's 23 cents.
   b. It's 18 cents.
   c. It's 20 cents.

2. What day is February 13th?

FEBRUARY

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
7	8	9	10	11	12	13

   a. It's Tuesday.
   b. It's Saturday.
   c. It's Thursday.

3. When is Washington's birthday?

   a. It's February 12th.
   b. It's February 22nd.
   c. It's July 4th.

4. What is she doing?

   a. She's putting on her sweater.
   b. She's taking off her sweater.
   c. She's taking off her raincoat.

5. Bob doesn't work on Sundays. It's his

   a. birthday
   b. day off
   c. off day

6. The saleslady is

   a. showing a blouse
   b. selling flowers
   c. sewing a shirt

7. What's this?

   a. It's a light dinner.
   b. It's a heavy dinner.
   c. It's a light breakfast.

FLIGHT	DESTINATION	DEPARTURE	ARRIVAL
42	Mexico City	3:25 P.M.	6:45 P.M.
84	Tokyo	5:55 P.M.	8:20 A.M.
21	Manila	8:45 P.M.	6:55 A.M.

8. What time does flight 42 arrive?

   a. 5:55 P.M.
   b. 3:25 P.M.
   c. 6:45 P.M.

9. What does she do at the laundromat?

   a. She washes clothes.
   b. She watches clothes.
   c. She watches airplanes.

10. Did he play cards last Saturday?

   a. Yes, he does.
   b. Yes, she did.
   c. Yes, he did.

PART II

Complete the sentences with DO, DOES, or DID.

1. _____ you go to the movies on weekends?

2. What _____ he do last Friday?

3. He _____ not go to the beach every week.

4. _____ he work last Saturday?

5. What _____ you eat for breakfast on Sundays?

PART III

Answer the questions in complete sentences.

1. What's the date today? _____

2. Do you work on Sundays? _____

3. What do you do on weekends? _____

4. What do you usually eat for breakfast? _____

5. Are you hungry now? _____

6. Where do you buy stamps? _____

7. Where do you take a prescription? _____

PART IV

Complete the sentences with the correct words from the following list:

from	to	up
in	for	on
at	off	with

1. He was there _____ two days.
2. They were _____ the beach.
3. She gets _____ work at 4 o'clock.
4. What time does she get _____ in the morning?
5. What's _____ sale today?
6. What's wrong _____ the washing machine?
7. I stayed _____ home last week.
8. What gate does Flight 42 leave _____?

PART V

Listen to the teacher.
Circle the correct answer.

1. a. It's a ship.
   b. It's a sheep.
   c. It's a chip.

2. a. I have a mouth.
   b. I have a mouse.

3. a. The car was on the curb.
   b. The car was on the curve.

4. a. She opens the door.
   b. She opened the door.

5. a. Look at the puppy!
   b. Look at the poppy!

6. a. Does she need a new shirt.
   b. Does she need a new skirt.

7. a. He writes it.
   b. He rides it.

8. a. That's a pan.
   b. That's a fan.

Project HELP

Model A
Level I
Component 4

Name _____ 84

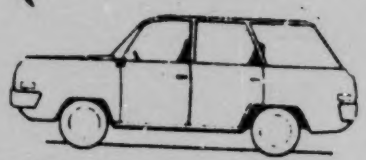
Date _____

PART I

1. What pet did they have?

a. They had a kitten.
b. They had a parrot.
c. They had a puppy.

2. What is it?

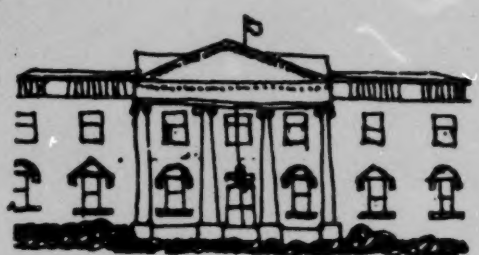


a. It's a two-door car.
b. It's a station wagon.
c. It's a compact car.

3. These pants don't fit.

a. They're too short.
b. They're too long.

4. Where did she go?



a. She went to California.
b. She went to New York.
c. She went to Washington, DC

5. What can he do?

a. He can fix the lights.
b. He can fix faucets.
c. He can fix cars.

6. How was the weather?

a. It was cloudy.
b. It was windy.
c. It was foggy.

7. Why was he absent?

a. He had a sore shoulder.
b. He had a toothache.
c. He had a sore foot.

8. Where did Maria go?

   a. She goes to the pet shop.
   b. He goes to the airport.
   c. She went to the zoo.

9. Did John see Peter yesterday?

   a. No, he can't.
   b. No, he doesn't.
   c. No, he didn't.

PART II

Complete the sentences with was or were:

1. Where _____ he last week?
2. You _____ absent yesterday.
3. I _____ on vacation.
4. The weather _____ beautiful in Arizona.
5. Tom and Ann _____ in New York last month.
6. We _____ happy when we saw him again.
7. John and I _____ sick on the trip.

PART III

Answer the questions.

1. What time are you going to get up tomorrow? _____
2. Do you sleep late on weekends? _____
3. Do you work late sometimes? _____
4. What time does this class begin? _____
5. What did you get on your birthday? _____
6. When was your birthday? _____

PART IV

Complete the sentences with the correct words from the following list as in the example.

bank	medicine
department store	bread
pharmacy	apples
bakery	clothes
market	stamps
post office	cash

ex. When I need some cash, I go to the bank.

1. When I need some _____, I go to the _____.
2. When I need some _____, I go to the _____.
3. When I need some _____, I go to the _____.
4. When I need some _____, I go to the _____.
5. When I need some _____, I go to the _____.

PART V

Listen to the teacher.

Circle the correct answer.

1, a. It's an old room.
b. It's an old roof.

2. a. He showed me the rock.
b. He showed me the lock.

3. a, Is it wrong?
b. Is it long?

4. a. Where's the bill?
b. Where's the pill?
c. Where's the beer?

5. a. She gave me a pail.
b. She gave me a pair.

6. a, It's a good tour.
b. It's a good tool.

7. a. A loud cheer
b. A loud jeer

8. a. Look at the etching.
b. Look at tne edging.

EVALUATION FORMS

PROJECT HELP

INDIVIDUAL PROGRESS CHART

Student's Name _____ Student # /_/_/_/_/_/_/_/

Level 1 Sequence # _____

Component 1

1	2	3	4	5	6	7	8	9	10	11	12

Component 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14

Component 3

1	2	3	4	5	6	7	8	9	10	11	12

Component 4

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Level 2 Sequence # _____

Component 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Component 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27

Component 3

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

Component 4

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Level 3 Sequence # _____

Component 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Component 2

1	2	3	4	5	6	7	8	9	10	11

Component 3

1	2	3	4	5	6	7	8	9	10	11	12	13

Component 4

1	2	3	4	5	6	7	8	9a	9b

PERFORMANCE ASSESSMENT

PROJECT H.E.L.P.

STUDENT'S NAME: _____ STUDENT NO.: 1111111

INSTRUCTOR'S NAME: _____ SEQ. NO.: _____

TO THE INSTRUCTOR: Check (✓) column "1" if student's performance is above average, column "2" if it is average or column "3" if it is below average. This form must be completed every four weeks for all students.

	Excellent	Satisfactory	Unsatisfactory
I. GENERAL ATTITUDE	xxxxxxxx	xxxxxxxxx	xxxxxxxxxxx
A. Relates well to the instructor			
B. Relates well to others			
C. Shows interest			
II. ACADEMIC	xxxxxxxx	xxxxxxxxx	xxxxxxxxxxx
A. Understands lesson material			
B. Retains lesson material			
C. Has achieved competencies			
III. EFFORT	xxxxxxxx	xxxxxxxxx	xxxxxxxxxxx
A. Exerts adequate effort			
B. Completes assignments			
IV. ATTENDANCE	xxxxxxxx	xxxxxxxxx	xxxxxxxxxxx
A. Attends class			
B. Arrives Punctually			

COMMENTS: _____

RECOMMENDATIONS: _____

_____ 111
Instructor's Signature Date

FORM: HELP 005

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Project HELP

Evaluación del Profesor

Nombre del profesor:_____ No. de Sequencia:_____

Fecha: _____

Queremos saber su opinión acerca del profesor. Lea cada una de las siguientes características y marque con una cruz (x) la columna que corresponde a su opinión sincera.

	excelente	satisfactorio	deficiente
1. Tiene conocimiento de la materia.			
2. Demuestra entusiasmo.			
3. Explica las lecciones claramente.			
4. Usa buenos ejemplos.			
5. Mantiene la clase interesante.			
6. Demuestra respeto por las ideas y experiencias de los estudiantes.			
7. Es justo al tratar con los estudiantes.			
8. Está bien organizado.			

Comentarios Adicionales _____

_____

_____

_____

_____

HELP 016

CURRICULUM MODEL B - LEVEL I

LESSON UNITS

General Objectives:

1. Oral English.
2. Pre-literacy in native language.
3. Reading English survival words.
4. Elementary life skills.

Unit 1

Books: ESL, Lesson 1
Pre-Reading Learner, Worksheets, Activities 1, 2, 3

Objectives:

1. Respond to simple commands and questions.
2. Identify common classroom items.
3. Give an appropriate response when greeted and asked his name.

1. Visual discrimination of signs.

Unit 2

Books: ESL, Lesson 2
Pre-Reading Learner, Activities 4, 5, 6

References: Map of Miami
English for Adult Competencies, pp. 67-72

Objectives:

1. Ask and answer question about addresses.
2. Identify the numbers from 0 to 12
3. Identify the hours and the half hours.

1. Ability to distinguish shapes that look like letters of the latin alphabet.

1. Understand regional division of Miami.
2. Lifeskill about public transportation.

Unit 3

Books: ESL, Lesson 3
Pre-Reading Learner, Reading lesson 1
Teacher's Guide-Reading, Lessons 1, 2

References: Your New Life in the United States, Section 3

Objectives:

1. Identify various occupations.
2. Ask and answer questions about a third person.

1. Be able to distinguish certain letters of the alphabet [A, a, M, m, S, s, D, d, F, f].
2. Be able to draw certain letters (same as above).

1. Life skills about job.

Unit 4

Books: ESL, lesson 4
Pre-Reading Learner, lesson 2, Review check 1-2
Teacher's Guide-Writing, lessons 3, 4

References: Map of U. S, and Carribean

Objectives:

1. Identify occupations.
2. Demonstrate understanding of singular and plural.
3. Give appropriate response upon:
   a. being asked his occupation,
   b. being asked the occupation of other persons,
   c. being asked where he is from.
4. Elicit the above information.
5. Use of the negative in answering questions.

1. Be able to distinguish letters [P, T, N, I, F].
2. Be able to draw letters [P, T, N, I, F].

Unit 5

Books: ESL, lesson 5
Pre-Reading Learner, Lesson 3
Teacher's Guide-Writing, lessons 5, 6

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Unit 5 - cont.

Objectives:

1. Identify the quarter hours and 3/4 hours.
2. Identify the days of the week.

1. Be able to distinguish letters [L, B, Z, I, C].
2. Be able to draw letters [L, B, Z, I, C].

Unit 6

Books: ESL, lesson 6
Pre-Reading Learner, lesson 4, review check 3-4
Teacher's Guide-Writing, lessons 7, 8

References: "Using Money Series", Book 2, Coins & Values
Your New Life in the United States, section 8

Objectives:

1. Identify coins and food items.
2. Distinguish between "this"and "that".
3. Give answer using "it".
4. Ask and give money value of coins.
5. Ask and give the price of lesson items.

1. Be able to distinguish letters [C, G, H, E].
2. Be able to draw letters [G, H, J, R].

1. Lifeskills: money, bank, taxes

Unit 7

Books: ESL, lesson 7
Pre-Reading Learner, lesson 5
Teacher's Guide-Writing, lesson 9, 10

References: English for Adult Competencies, pp. 25-48

Objectives:

1. Identify fruit and vegetables.
2. Differentiate between the article "a" and "an".

Unit 7 - cont.

Objectives:

3. Ask "who" and "yes-no" questions with "these" and "those".

4. Purchase produce items in a market.

1. Be able to distinguish letters [R, J, V].

2. Be able to draw letters [V, R, J, K, W, U].

Lifeskill: food

Unit 8

Books: ESL, lesson 8
Pre-Reading Learner, lessons 6, 7
Teacher's Guide-Writing, lessons 11, 12

Objectives:

1. Identify common location.

2. Distinguish between the expressions "here" and "there".

1. Be able to distinguish letters [V, W, K, O, Y].

2. Be able to draw letters [Y, Q, U, O, X].

Unit 9

Books: ESL, lesson 9
Teacher's Guide-Writing, lesson 13, 14

Objectives:

1. Ask "Wh" questions and "yes-no" questions and give response using locative phrases with "in", "on", and "under".

2. Write 26 letters of the alphabet in correct order.

Unit 10

Books: ESL, lesson 10
Spanish/Creole handouts covering: diphthongs

Objectives:

1. Identify family relationship within the immediate family.

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Unit 10 - cont.

Objectives:

2. Recognize the numerals from 1 to 100.

3. Ask and answer "who" questions about family members.

4. Use expressions "at school", "at home" and "at work".

Learning Spanish/Creole diphthongs.

Unit 11

Books: ESL, lesson 11
Spanish/Creole handouts: simple words.

References: Your New Life in the United States, section 7

Objectives:

1. Identify common ailments.

2. Identify parts of a telephone.

3. Use "what" and "yes-no" questions with the verb "have."

4. Use answers with do/does.

5. Conduct conversation about common ailments.

6. Read simple words in native language.

7. Lifeskill: medical care.

Unit 12

Books: ESL, lesson 12
Spanish/Creole handouts: simple words

References: Your New Life in the United States, section 5
English for Adult Competencies, pp. 83-102

Objectives:

1. Discuss dwelling places.

2. Discuss the number of children in a family.

3. Read simple words in native language.

4. Lifeskill: Housing

Unit 13

Books: ESL, lesson 13
Spanish/Creole handouts: simple words

Objectives:

1. Carry on a discussion with landlord regarding rental.
2. Discuss the number and types of rooms in apartment or house, as well as items of furniture.
3. Use the expressions "there is" and "there are".
4. Talk about the location of their home relative to other nearby locations.
5. Ask about rent on a house or apartment.
6. Write simple words in native language.

Unit 14

Books: ESL, lesson 14
Spanish/Creole handout: simple words

Objectives:

1. Use expressions for feelings of hunger and thirst.
2. Reproduce dialogue suitable for use in fast food restaurant.
3. Respond to questions about time.
4. Write simple words in native language.

Unit 15

Books: ESL, lesson 15

Objectives:

1. Carry on conversations about type of foods of different countries.
2. Use the third person singular in "what" and "yes-no" questions and answers with verbs other than "to be".
3. Use of the possessive.
4. Print and sign own name.

Unit 16

Books: ESL, lessons 16
Frank E. Richards-Book I, Chapter 1, 2

References: English for Adult Competencies, pp. 103-120

Objectives:

1. Identify some common articles of clothing.
2. Name the months of the year.
3. Discuss the seasons of the year.
4. Read survival words in English.

Unit 17

Books: ESL, lesson 17
Frank E. Richards, Book I, Chapter, 3, 4

Objectives:

1. Discuss activities in the present continuous.
2. Discuss occupations in the present continuous.
3. Shop for specific items.
4. Use the present progressive.
5. Read survival words in English.

Unit 18

Books: ESL, lesson 18
Frank E. Richards, Chapter 5, 6

Objectives:

1. Identify driving activities.
2. Identify some other activities.
3. Discuss activities that one is learning to perform.
4. Read survival words in English.
5. Lifeskill: traffic system.

Unit 19

Books: ESL, lesson 19
Frank E. Richards, Chapter 7, 8

Objectives:

1. Identify common stamps for regular and air mail to domestic and foreign destinations.
2. Conduct conversations typical of an exchange in the Post Office.
3. Talk about birthday and age.
4. Read survival words in English.

Unit 20

Books: ESL, lesson 20
Frank E. Richards, Chapter 9, 10

Objectives:

1. Discuss some early morning activities.
2. Use expressions related to weather.
3. Read survival words in English.
4. Lifeskill: Community Services in the U. S.

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CURRICULUM MODEL B - LEVEL I

COMPONENT EVALUATION

ESL EVALUATION

MODEL B LEVEL I

COMPONENT I

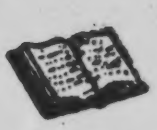
CODE: T= TEACHER
E.A= EXPECTED ANSWER?

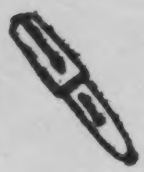
1. T: WHAT IS YOUR NAME?
   E.A: My name is _____
2. T: WHAT IS YOUR LAST NAME?
   E.A: My last name is _____
3. T: WHAT IS YOUR FIRST NAME?
   E.A: My first name is _____
4. T: WHAT IS YOUR ADDRESS?
   E.A: My address is _____
5. T: WHAT IS YOUR ZIP CODE?
   E.A: My zip code is _____
6. T: WHAT IS YOUR TELEPHONE NUMBER?
   E.A: a) My telephone number is _____
   b) I don't have a telephone _____
7. T: WHAT IS YOUR SOCIAL SECURITY NUMBER?
   E.A: My Social Security Number is _____
8. T: WHERE ARE YOU FROM?
   E.A: I am from _____

IDENTIFY COMMON OBJECTS

T: WHAT IS THAT

E.A: 1) IT IS A .....
or
2) IT'S A .....

9. 

10. 

11.

12.

13.

14.

15.

16.

17. T: PLEASE COUNT FROM 1 TO 12

E.A: One, Two .....

18. T: WHAT ARE THE DAYS OF THE WEEK?

E.A: Monday, Tuesday .....

T: WHAT TIME IS IT?

E.A: IT IS .....

19.

20.

21.

22.

23-25 T: WHAT IS HE/SHE?

E.A: He is a ...../ She is a .....
or
He's a ...../ She's a .....

26-29 T: WHAT ARE THEY?

E.A: They are .....
or
They're .....

23.

24.

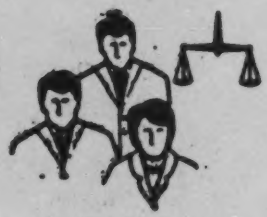
25.

26.

27.

28.

29.



MODEL B LEVEL I

COMPONENT I

SCORE SHEET

Sample of Maximum Score

NAME _____

CLASS _____

STARTING DATE _____

DATE OF EVALUATION _____

	COMPREHENSION	CORRECT ANSWER	TOTAL
1.	1	1	2
2.	1	1	2
3.	1	1	2
4.	1	1	2
5.	1	1	2
6.	1	1	2
7.	1	1	2
8.	1	1	2
9.		1	1
10.		1	1
11.		1	1
12.		1	1
13.		1	1
14.		1	1
15.		1	1
16.		1	1
	1	12	13
18.	1	7	8
19.		1	1
20.		1	1
21.		1	1
22.		1	1
	COMPREHENSION	CORRECT ANSWER	TOTAL
23.		1	1
24.		1	1
25.		1	1
26.		1	1
27.		1	1
28.		1	1
29.		1	1

TOTAL: COMPREHENSION ____10____

CORRECT ANSWER ____46____

EVALUATION REPORT ON MODEL B

Report on Model B

The Model B curriculum was designed to accomodate those participants of zero or low-literacy in their own language, as determined initially by their lack of ability to complete the intake forms without help.

Model B students in the Haitian component were divided into two groups. Those of zero literacy and those of low literacy, but at least three years of formal schooling.

The Model B curriculum originally established in Project HELP combined the teaching of oral conversational English with the introduction of elements of literacy in Haitian Kreyol and English in parallel. The English literacy component was based on Delta System's "Passage to ESL Literacy", and the Kreyol literacy component was left unspecified, individual teachers providing their own worksheets and methodology. This procedure has met with a good level of success for those students who entered with some, albeit low, literacy skills. The curriculum has given disappointing results in the classes of real illiterate students. In addition, the curriculum is based on covering the first twenty lessons of Delta's English for the 21st Century, whereas in reality, the "slowtrack" classes have seldom gone beyond the twelfth lesson in the first sixteen week period. The language content of the first 12 lessons is very limited, and certainly not a great achievement for students who have spent close to 150 hours in class.

Model B teachers are meeting this week to discuss methods, resources and procedures in an attempt to pull together a Model B curriculum that will be effective for the "slow-track" students.

NOTE: Refers to the Model B Program /Notre Dame Academy
11/09/81

CURRICULUM MODEL B - LEVEL I

HOMESTEAD VERSION

MODEL B - LEVEL 1 CURRICULUM (Homestead Version)

The course begins with an intensive introduction to literacy following sections 1 and 2 of Passage to ESL Literacy, Delta Systems Inc. This departure from the original syllabus, in which literacy training ran concurrent with the oral English training, follows the obvious intent of the production staff of PESLL and the experience of at least one center using the Delta System materials with illiterate students. A memorandum circulated by CAL notes that the original Modulearn materials, on which the PESLL is based "were designed to be presented with Lessons 1-10 in English as a Second Language: A New Approach for the 21st Century. The material, however, is best used as a single integrated unit...."

Section 3 of the PESLL uses the vocabulary and structures of and is correlated to lessons 1-10 of the Delta Language text. For this reason, we pick up the two texts in combination at the beginning of the third week, thus providing further literacy training throughout the presentation of the heavily oral English Language Syllabus.

Key to Materials

PESSL = Passage to ESL Literacy, Delta Systems Inc., 1981

FWP = Learning Functional Words and Phrases for Everyday Living, Frank E. Richards Publishing Co., 1977

Delta = English as a Second Language: A new approach for the 21st Century, Delta Systems Inc., 1981

EAC I = English for Adult Competency Book 1, Prentice-Hall, 1981

Also: Street map of Miami and Dade County
Political map of U.S. and Caribbean region
Florida State Driver's Handbook

Supplementary pre-reading worksheets lifted from original Modulearn Literacy Program materials, 18 pages.

Using Money Series Book 2, Frank E. Richards.
Center for Applied Linguistics, 1981
Your New Life in the United States

PROJECT H.E.L.P.

Curriculum

Model B, Level I

Component 1

Unit 1. Literacy

1) Write personal information. (You are asking the student to copy without analyzing essential information) — PESLL pp. 1-9

Life Skills

1) Recognize and copy basic signs. — FWP pp. 1-5

Unit 2 Literacy

1) Visual discrimination (Supplementary worksheets are available where extra practice is needed) — PESLL pp. 10-28

Life Skills

1) Recognize and copy basic signs. — FWP pp. 6-11

Unit 3 Literacy

1) Sound Symbol Association/Beginning Reading and Writing/Recognizing and Writing the Alphabet — PESLL pp.31-76

Life Skills

1) Recognize and copy basic signs. — FWP pp. 12-29

Unit 4 Language

1) Respond to simple commands and questions.
2) Identify common classroom items.
3) Give an appropriate response when greeted and asked his name. — Delta, Less. 1

Literacy

1) Read and write words in lesson. — PESLL pp.79-84

Unit 5 Language

1) Ask and answer question about addresses.
2) Identify the numbers from 0 to 12.
3) Identify the hours and the half hours. — Delta, Less. 2

Unit 5 (cont.)

Literacy

1) Read and write words in lesson. PESLL pp.85-98

Life Skills

1) Understand regional division of Miami.

Map of Miami & Dade

2) Use basic vocabulary of public transportation. EACI pp.67-72

Component 2

Unit 6 Language

1) Identify various occupations.
2) Ask and answer questions about a third person. Delta, Less. 3

Literacy

1) Read and write words in lesson.

Life Skills

1) Expansion of occupation titles. EAC I pp.128-129

Unit 7 Language

1) Identify occupations.
2) Demonstrate understanding of singular and plural.
3) Give appropriate response upon:
   a. being asked his occupation,
   b. being asked the occupation of other persons,
   c. being asked where he is from.
4) Elicit the above information.
5) Use of the negative in answering questions. Delta, Less. 4

Literacy

1) Read and write words and phrases used in lesson. PESLL pp.109-120

Life Skills

1) Be familiar with geographical location of present and former home city within context of western hemisphere.

Map of U.S. & Caribbean

Unit 8 Language

1) Identify the quarter hours and 3/4 hours.
2) Identify the days of the week. Delta, Less. 5

Literacy

1) Read and write words and phrases used in lesson. PESLL pp.121-136

Unit 9 Language

1) Identify coins and food items.
2) Distinguish between "this" and "that".
3) Give answer using "it".
4) Ask and give money value of coins.
5) Ask and give the price of lesson items. Delta, Less. 6

Literacy

1) Read and write words and phrases used in lesson. PESLL pp.137-148

Life Skills

1) Use basic vocabulary concerning money, banks, and taxes. EAC I pp.36-38

(References: "Using Money Series", Book 2, Coins & Values and Your New Life in the United States, sec. 8)

Unit 10 Language

1) Identify fruit and vegetables.
2) Differentiate between the article "a" and "an".
3) Ask "who" and "yes-no" questions with "these" and "those". Delta, Less. 7

Literacy

1) Read and write words and phrases used in lesson. PESLL pp.149-162

Life Skills

1) Purchase produce items in a market.
2) Use basic vocabulary relating to foods. EAC I pp.25-48

Unit 11 Language

1) Identify common locations.
2) Distinguish between the expressions "here" and "there", — Delta, Less. 8

Literacy

1) Read and write words and phrases used in lesson. — PESLL pp.163-174

Life Skills

1) Recognize and copy basic signs. — FWP pp. 30-35

Component 3

Unit 12 Language

1) Ask "Wh" questions and "yes-no" questions and give response using locative phrases with "in", "on", and "under". — Delta, Less. 9

Literacy

1) Read and write words and phrases used in lesson. — PESLL pp.175-184

Life Skills

1) Recognize and copy basic signs. — FWP pp. 36-41

Unit 13 Language

1) Identify family relationship within the immediate family.
2) Recognize the numerals from 1 to 100.
3) Ask and answer "who" questions about family members.
4) Use expressions "at school", "at home" and "at work". — Delta, Less. 10

Literacy

1) Read and write words and phrases used in lesson. — PESLL pp.185-194

Life Skills

1) Discuss family members — EAC I pp. 11-14

Unit 14 Language

1) Identify common ailments.
2) Identify parts of a telephone.
3) Use "what" and "yes-no" questions with the verb "have".
4) Use answers with do/does.
5) Conduct conversation about common ailments.

Delta, Less. 11

Literacy

1) Read and write simple words and phrases used in lesson.

Life Skills

1) Discuss elements of medical care. EAC I, Chapter 3
(Reference: Your New Life in the United States, sec. 7)

Unit 15 Language

1) Use Auxiliary "do" with the present tense.
2) Use the modal "may".
3) Discuss the number of children in a family.

Delta, Less. 12

Literacy

1) Read and write simple words and phrases used in lesson.

Life Skills

1) Discuss dwelling places EAC I pp. 83-102
(Reference: Your New Life in the United States, sec. 5)

Unit 16 Language and Life Skills

1) Carry on a discussion with landlord regarding rental.
2) Discuss the number and types of rooms in apartment or house, as well as items of furniture.
3) Use the expressions "there is" and "there are".
4) Talk about the location of their home relative to other nearby locations.
5) Ask about rent on a house or apartment. Delta, Less. 13
EAC I pp. 89-91

Unit 16 (cont.)

Literacy

1) Read and write simple words and phrases used in lesson.

Unit 17 Language

1) Use expressions for feelings of hunger and thirst.
2) Reproduce dialogue suitable for use in fast food restaurant.
3) Respond to questions about time. Delta, Less. 14 EAC I pp. 9-10

Literacy

1) Read and write simple words and phrases used in lesson.

Life Skills

1) Recognize and copy basic signs. FWP pp. 42-47

Component 4

Unit 18 Language

1) Carry on conversations about type of foods of different countries.
2) Use the third person singular in "what" and "yes-no" questions and answers with verbs other than "to be".
3) Use the possessive Delta, Less. 15 EAC I pp. 30-32

Literacy

1) Read and write simple words and phrases used in lesson.

Life Skills

1) Recognize and copy basic signs. FWP pp. 48-53

Unit 19 Language

1) Identify some common articles of clothing.
2) Name the months of the year.
3) Discuss the seasons of the year. Delta, Less. 16 EAC I pp. 109-113

Unit 19 (cont.)

Literacy

1) Read and write simple words and phrases used in lesson.

Life Skills

1) Recognize and copy basic signs. FWP pp. 54-59

Unit 20 Language

1) Discuss activities in the present continuous.
2) Discuss occupations in the present continuous.
3) Shop for specific items.
4. Use the present progressive. Delta, Less. 17

Literacy

1) Read and write simple words and phrases used in lesson.

Life Skills

1) Recognize and copy basic signs FWP pp. 60-65

Unit 21 Language

1) Identify driving activities.
2) Identify some other activities.
3) Discuss activities that one is learning to perform. Delta, Less. 18

Literacy

1) Read and write simple words and phrases used in lesson.

Life Skills

1) Identify traffic signs Fla. State Driver's Handbook

Unit 22 Language

1) Identify common stamps for regular and airmail to domestic and foreign destinations.
2) Conduct conversations typical of an exchange in the Post Office.
3) Talk about birthday and age. Delta, Less. 19
EAC I pp. 148-149

Unit 22 (cont.)

Literacy

1) Read and write simple words and phrases used in lesson.

Life Skills

1) Identify and copy basic signs. FWP pp. 66-72

Unit 23 Language

1) Discuss some early morning activities.
2) Use expressions related to weather. Delta, Less. 20

Literacy

1) Read and write simple words and phrases used in lesson.

Life Skills

1) Test all functional words and phrases. FWP pp. 73-76
2) Fill out simple ID form. EAC I p. 8

LIFE SKILLS COMPONENT

MODEL A

Consumer Ec.

LEVEL I

Coins & Values		"Using Money Series" Book 2 & 3
Personal or Family Budget (elements)		
Food	EAC I 25-48	
Clothes	EAC I 103-120	
Rent & Utilities	EAC I 83-102 TMS	"Finding a Place to Live"
Transportation	EAC I 67-72	
Bank Checking	EAC I 139-145	
Food Groups	TMS	"How to Buy Food"
Meal Planning	"	"
Food Substitutes	"	"
Basic Math Skills		"Learning Math Skills" or "Meeting Basic Competencies in Math"

EAC I = English for Adult Competency Book I
Prentice-Hall

TMS = The Money Series Hopewell Books

Using Money Series Book 2 Frank E. Richards Publi. Co.
" " " Book 3 " " " "

Learning Math Skills " " " "

Meeting Basic Competencies in Math " " "

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MODEL A

Consumer Ec.

LEVEL 2

Payslip	P.F. 8-12
Deductions	" "
W-4 & Income Tax Exemptions	P.F. 23-25
Understand Taxes	TMS "Taxes"
1040-A & W-2	P.F. 25-67
Saving Plans	P.F. 123-130
Understand Checking a/c & Statement	TMS "Banking" " "
Loan Sources & Interest Rates	TMS "How to Borrow Money" P.F. 115-122
	P.F. 77-86
Credint Buying	TMS "How to Borrow Money"
Family Budget	TMS "How to Budget Money" & P.F. 87-101
Price Comparison	TMS "How to Buy Clothes" " "How to Buy Food" " "Buying Furniture for Your Home"
	Survival at the Supermarket P.F. 68-76

P.F. = Personal Finances — State of Florida

TMS = The Work Series — Hopewell Books

TMS = The Money Series — " " "

Survival at the Supermarket — EMC/Changing Times

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MODEL A

Consumer Ec.

LEVEL 3

Work Benefits

Health Insurance	TWS "Payroll Deductions & Company Benefits"
Life Insurance	
Pension	TWS "Where to Get Help"
Credit Union	PF 13-18
Sick Leave	
Personal Days	
Workman's Compensation	
etc.	

Loan Sources		"Buying on Credit"
Insurance:	Auto	TMS "Insurance"
	Renter's	" "
	Health/Life	" "

Consumer Advice:	Legal aid
	Truth in Lending
	Warranties
	Door-to-Door Salesman
	Tel-Consumer

TWS = The Work Series Hopewell Books

TMS = The Money Series " "

PF = Personal Finances State of Florida

Buying on Credit EMC/Changing Times

Tel-Consumer Leaflets of Phone numbers.

MODEL B

Consumer Ec. Level I

Coins & Values	"Using Money Series" Book 2		
Math	"Learning Math Skills"		
Personal & Family Budget	Food	EAC	25-48
	Clothes	EAC	103-120
	Rent etc.	EAC	83-102
	Transp.	EAC	67-72

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MODEL B

Consumer Ec. Level 2

Coins & Values	"Using Money Series" Book 3
Addition - Subtraction	" " "
Comparing Prices	TMS "How to Buy Food"
	"How to Buy Clothes"
	"Buying Furniture for Your Home"
Math	Meeting Basic Competencies in Math
Bank Checking a/c	EAC 139-145

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MODEL B

Consumer Ec. Level 3

Plan Family or Personal Budget	TMS	"How to Budget Money"
Loan Sources	TMS	"How to Borrow Money"
Buying on Credit	TMS	"How to Borrow Money"
	TMS	PF 77-86 "Banking"

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Level 1 - Competency

Employability Skills

English for Adult Competency

1. Identify abilities, interests, values, personal characteristics and experiences that are occupationally relevant in choosing a career. -pages 128-129

3. Explore occupational fields and jobs commensurates with the student's skills or in conflict with his/her values. - pages 128-129

4. Determine types of training and skills necessary to achieve occupational goals. - page 126

8. Understand and fill in correctly various types of application forms. - pages 135-136

9. Investigate sources of available job information. - pages 123-125

10. Prepare for and demonstrate successful techniques for job interviews. - page 127 - pages 130-133

6/17

GROUP COUNSELING SESSIONS

PROJECT H.E.L.P.

COUNSELING SESSION # 1: INTRODUCTION

1. Define the word "counselor".
   Explain the role of a counselor in the Project including the services to be provided.

2. Explain the general purpose of "group counseling" including a description of topics to be covered.

3. Play the "Name Game".

4. Talk about bus routes leading to the center.

5. Discuss sources available in finding jobs in Dade County.

6. Inform the students that the classified ads will be discussed during the next session.

7. Check that everyone has a Social Security card. Assist those who do not have it in completing an application.

PROJECT H.E.L.P.

COUNSELING SESSION # 2: LEARNING TO USE THE CLASSIFIED ADS.

1. Introduce any new students.

2. Summarize information given last session.

3. Discuss using the classified ads for job hunting.

4. Use the Miami Herald Classified Ads and explain the different sections.

5. Discuss minimum wage and overtime.

6. Hand out classified ads for them to take home.

7. Inform them that during next week session they will look in the classified ads for two jobs they may be interested in.

PROJECT H.E.L.P.

COUNSELING SESSION # 3: FINDING JOBS IN THE CLASSIFIED ADS SECTION OF THE PAPER.

1. Summarize previous session.

2. Hand out classifieds.

   Divide students in groups of 4 and have them find two jobs which they are interested in.

   Allow 23 minutes for this process.

   (Counselor must circulate among groups to answer any questions.)

3. Discuss how to make phone calls for interviews.

4. Discuss what needs to be included in a letter when answering a want ad.

5. Inform the students that during the next session they will have the opportunity to practice writing letters and making phone calls.

6. Classified ads selected by the individual students during this session should be saved. Write student's name on it.

PROJECT H.E.L.P.

COUNSELING SESSION # 4: ANSWERING WANT ADS.

1. Summarize previous session.

2. Give back to each student the classified ads he selected during the last session.

3. Role play with the students in making telephone calls in English.

4. Have the students write letters responding to the ads.

5. Collect the letters.

6. Inform the students that during the next session the letters will be returned with corrections and the discussion will focus on filling out job applications.

PROJECT H.E.L.P.

COUNSELING SESSION # 5: FILLING OUT A JOB APPLICATION

1. Summarize previous session.
2. Return corrected letters and discuss them briefly.
3. Discuss the purpose of a job application and give the students tips on how to fill them out.
4. Distribute job applications and have the students fill them out.
5. Inform the students that the group will practice interviews during the next session.

PROJECT H.E.L.P.

COUNSELING SESSION # 6: GOING ON A JOB INTERVIEW

1. Summarize previous session

2. Discuss interviewing tips and questions.

3. Role play a job interview in English.

4. Discuss following up after the interview.

5. Inform the students that during the next session the discussion will focus on what the employers expect of the applicants and the different things they have to consider when choosing a job.

PROJECT H.E.L.P.

COUNSELING SESSION # 7: KEEPING THE JOB

1. Review the topics discussed during previous sessions:
   Finding a job in the classifieds.
   Answering want ads.
   Filling out the job application.
   The interview process and follow up.

2. Discuss what the employers expect of the employees.

3. Discuss employee benefits.

4. Explain payroll deductions.

5. Discuss all the important and general things an employee must observe to keep the job. (Timeliness, responsibility, attitude, absenteism, etc.)

6. Inform the students that now they have learned how to find an immediate job and that the next sessions will focus on how to make career choices.

PROJECT H.E.L.P.

COUNSELING SESSION # 8: SKILLS, INTERESTS AND ABILITIES

1. Explain the difference between skills, interests and abilities.

2. Explain the difference between a job and a career.

3. Discuss the different methods to determine an individual's skills, interests and abilities

4. Do the exercises on interests, abilities and values.

5. Inform the students that an interest inventory will be given during the next session.

PROJECT H.E.L.P.

COUNSELING SESSION # 9: COATS

1. Discuss the purpose of giving the COATS.
2. Administer the COATS.
3. Inform the students that the test results will be interpreted during the next session.

PROJECT H.E.L.P.

COUNSELING SESSION # 10: INTERPRETATION OF COATS RESULTS

1. Discuss the different occupations in the COATS.

2. Identify for the students what jobs are in demand in Dade County and in the State of Florida in general.

3. Interpret test results for each individual student.

4. Inform the students that during the next session the discussion will focus on vocational training programs available to them in Dade County.

PROJECT H.E.L.P.

COUNSELING SESSION # 11: VOCATIONAL/OCCUPATIONAL PROGRAMS IN DADE COUNTY

1. Explain the Educational System in the United States.

2. Discuss the different things to consider when selecting a training program.

3. Distribute brochures and discuss the different training programs in Dade County, specifically those programs offered by Miami-Dade Community College and the Board of Public Instruction.

4. Inform the students that during the next sessions the discussion will focus on consumerism.

PROJECT H.E.L.P.

COUNSELING SESSION # 12: COMPARATIVE SHOPPING

1. Discuss the importance of "shopping for the best prices". Make the students aware of the fact that different stores have different prices for the same merchandise.

2. Discuss sale ads in the newspapers.

3. Explain food coupons in the newspapers and other publications.

4. Discuss returning merchandise.

5. Discuss reading labels.

6. Inform the students that during the next session the discussion will focus on managing money.

PROJECT H.E.L.P.

CONSELING SESSION # 13: MONEY MANAGEMENT

1. Discuss the benefits of having a budget.

2. Explain the advantages and disadvantages of buying on credit.

3. Discuss the advantages and disadvantages of securing a loan.

4. Inform the students that during the next session the discussion will focus on insurance and housing.

PROJECT H.E.L.P.

COUNSELING SESSION # 14: HOUSING AND INSURANCE

1. Discuss the different types of insurance.

2. Discuss rent ads in the newspapers. What to look for?

3. Discuss new and used car sales ads in the newspapers. What to look for?

4. Briefly talk about the process of buying a house: Downpayment and mortgage.

5. Inform the students that during the next session the discussion will focus on income tax.

PROJECT H.E.L.P.

COUNSELING SESSION # 15: INCOME TAX

1. Discuss payroll deductions.

2. Preparing an income tax return form.

3. Inform the students that during the next session, the last one, the discussion will focus around their future plans.

PROJECT H.E.L.P.

COUNSELING SESSION # 16: FUTURE PLANS

1. Discuss what each individual student plans to do at the conclusion of the course or program.

2. Register those students that wish to continue to another level of instruction.

3. Verify if the students' records on file are correct.

4. Provide assistance to those who wish to persue other programs or employment.

PROJECT H.E.L.P.

OTHER TOPICS TO BE CONSIDERED FOR DISCUSSION IN COUNSELING SESSIONS:

1. SERVICE AGENCIES IN DADE COUNTY.

2. STUDYING ABOUT THE UNITED STATES.
   a. United States history (general)
   b. Map of the United States
   c. Government branches
   d. Political parties

3. LIFE IN THE UNITED STATES.
   a. Holidays and their significance
   b. Entertainment and leisure time
   c. Family life in the United States
   d. Parent-child relationship

GROUP SESSION LOG

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SESSION No.: _____

PROJECT H.E.L.P.

DATE: _____

MAIN FOCUS: _____

TO THE COUNSELOR: Check "P" if present or "A" if absent in the column next to the student's name.

STUDENTS' NAMES		COMMENTS

FORM: HELP 011

LANGUAGE LAB MATERIALS

LANGUAGE LAB MATERIALS

I. MODULEARN TAPES

A. Reinforcement of structural concepts introduced in class.

B. Pronunciation drills.

C. Listening comprehension requiring individual response.

D. Directed activities related to practical situations.

E. Related worksheets for reading and writing reinforcement.

II. PROJECT H.E.L.P. TAPES FOR LESSIONS 1-20

A. Emphasis on changing language patterns from native language to English.

B. Vocabulary and situations applicable to local community.

C. Simplified directions

III. LISTENING COMPREHENSION EXERCISES

A. Taped by various native speakers.

B. Provide the opportunity to hear a variety of accents with a controlled vocabulary and limited structural concepts.

C. Followed by questions for individual and/or group response

IV. PRONUNCIATION EXERCISES

A. Specific lessons are chosen as need indicates.

B. Emphasis is placed on recognized problem areas of going from native language to English, i.e. consonants, specified vowel sounds, regular past tense, and reductions.

V. LANGUAGE COMPARATORS

A. Available for individual use with any of the above material.

B. Recommended for use by students with specific pronunciation or intonation difficulties.

AUDIO-VISUAL AIDS

AUDIO-VISUAL AIDS

Instructors are encouraged to use audio-visual aids in their classes. The attached is a list of video-cassettes, films and cassetts that are available in the Miami-Dade Community College Campus libraries that have been identified as useful in the instructional and acculturational process.

VIDEO CASSETTES

VC1906	Adaptation	North
VC999	American Labor & Technology	South
VC1799	American Business	South
VC1007	Beginning Language	South
VC1966-1974	Career Explorations	North
VC1233	Career Planning	North
	Conflict in American Values:	
VC1262	Life Styles vs. Standard of Living	South
VC70	Cultural Change	South
VC912	Democracy, Leadership Commitment	NWC
VC1013	Developing Language Skills	South
VC1360	Future Shock	North
VC1144-53	Grammar (Eng.)	Med.
VC1857	Health Care Consumer Survival	South
VC1856	Health Care System, What's the Score	South
VC891	Job Interview, the	South
VC738	Letter of Application, the	South
VC2104	Life under Pressure	South
VC1781	Mi Abuelo Driving School	South
VC1438	Motivation	South
VC787	Motivation in Perspective	North
VC1011	Nutrition	South
VC1845	Nutrition Gap	South
VC1131	Orientation and Test Taking	NWC
	Origin of American Values:	
VC1222	Puritan Ethics to Jesus	South
VC777	Peter Principle, the	South
VC806	Ready or Not Housing & Living Arrangement	NWC
VC1079	Test Taking Skills: Effective Study Techniques I	North
VC1080	Test Taking Skills: Effective Study Techniques II	North

FILMS

FA 78	Job Evaluation	North/b
FD732	Assertive Training for Women Pt. I	North/c
FD695	Assertive Training for Women Pt. II	NWC/c
FC16	Citizen Responsibility for Good Government	North/c
FA 218	How Not to Get a Job	North/c
FD502	How Important is Money	South/b
FC78	I Just Work Here	North/b
FC641	I Guess I Got the Job	South/c
FC699	Living with Stress	North
FD851	Prejudice: Perceiving & Believing	South/c
FC117	Social Class in America	South/b
FA69	Using Your Voice (Speech)	North/b
FA47	Why Study Foreign Languages	North/c
FC765	World of Work	North
FD862	When I Say No, I Feel Guilty	NWC

CASSETTE

CT02193	Language & Life in the U.S.A. (SSS 105) Vocab. & Pronunciation
PI00079	English Pronunciation (Programmed Instruction)
CT02510	Commonly Used Irreg. Verbs
CT01656	American English Set 1 Tape 1 to 22
to	Set 2 Tape 23 to 45
	Set 3 Tape 46 to 60
CT01736	Set 4 Tape 61 to 80
CT01638	English Pron. Intro to Less. 34
to	
CT01655	
CT02511	Voc. List - "A Dollar" - Text--Learning American English
CT02471	Speech (Intermediate) For Foreign Students
to	
CT02508	

TEXBOOKS

CONSIDERATIONS IN TEXTBOOK SELECTION

I. Speak English

Advantages:

A. A marked emphasis on 'life skills'. Vocabulary and situations retake directly to the students lives thus reinforcing the acculturation process.

B. Designed with the adult student in mind.

Disadvantages:

A. The language content has been reduced to the extent that a systematic approach has been discarded in favor of a rapid introduction of multiple new structures within a single lesson.

B. The format would necessitate substantial interpretation on behalf of the instructor as instructions are relatively complex and notes to the teacher are included at the bottom of the page.

C. Tapes do not seem to be available.

II. Bridges to English

Advantages:

A. New structural forms are introduced gradually, building upon previously acquired skills.

B. "Conversations" present vocabulary and expressions used in real-life situations.

C. Writing and reading competencies are also met.

D. Realistic illustrations and photos promote further discussion.

Disadvantages: (N. B. - Book I is the only one in the series available at time of writing.)

A. Situations are often not specific enough.

B. Production schedule will not fit our needs.

C. Irregularities of language are not taught.

Considerations in Textbook Selection
Page 2

III. Lado Series

Advantages:

A. Systematic approach to language instruction.

B. Tape series included.

Disadvantages:

A. Stilted vocabulary.

B. Intonation marking is confusing.

IV. New Horizons in English

Advantages:

A. Systematic approach to teaching of structure.

B. Easy text to teach from.

C. Numerous illustrations.

Disadvantages:

A. Limited U. S. acculturation value.

B. Stilted conversation.

C. Oriented to teenagers.

V. English for Adult Competency, Book 1

Consensus: Excellent reference to be used and duplicated by teachers.

Questions: Duplication rights?

Have not been able to locate Book II.

Questions: Is tape series vital when choosing a text?

Will language lab be set up to take advantage of lesson tapes?

Can we make our own tapes for the lab?

Considerations in Textbook Selection
Page 3

VI. Modulearn - Delta

Advantages:

A. Spiral approach - skills and patterns are taught by several methods and in different lessons.

B. Real-life situations and language.

C. Adult oriented.

D. Includes reading and writing competencies.

E. Literacy program included.

F. Deals with employability and consumer economics.

Disadvantages:

A. Pace might be too slow.

B. Need for enrichment materials.

TEXT BOOK SCHEDULE

MODEL A

	I	II	III
Language Text:	Modulearn Units 1-35	Modulearn Units 36-40 Modulearn, Intermediate Units 1-24	Modulearn Intermediate Units 25-30 Fact and Fancy
Cultural Content:	English for Adult Competency, Book 1 Sign Language Books A-D Our American Way of Life	Reading for Survival Personal Finances Our American Way of Life Survival at the Supermarket	English & State Government Your Government and You Our American Way of Life Choosing an Occupation Applying for a Job Buying on Credit Careers

TEXT BOOK SCHEDULE

MODEL B

	I	II	III
Language Text:	Modulearn Units 1-20	Modulearn Units 21-30	Modulearn Units 31-40
Literacy:	informal pre-literacy training sight, vocabulary, alphabet, etc.	Modulearn Literacy Program	Modulearn Literacy Program
Cultural Content:	English for Adult Competency Sign Language Books A-D Functional Words or Phrases Books 1 & 2		The Money Series and The Work Series

Revised 6/15

ONE BOOK PER STUDENT:

Modulearn Literacy Program Learner's Workbook (Model B Level I)	Modulearn Inc. P.O. Box 667-A San Juan Capistrano, CA 92693
Modulearn "English for the 21st Century" Lessons 1-20 (Model A & B, Level I	Delta Systems Inc. 215 N. Arlington Heights Rd. Arlington Heights, IL. 60004 (800) 323-8270
Modulearn "English for the 21st Century" Lessons 21-40 (Model A, Level I & Model B, Level 2) & Model B, Level 3	(as above)
Modulearn "English for the 21st Century" Lessons 41-70 (Model A, Level 2)	(as above)
Our American Way of Life (Both Models, all Levels)	(I.N.S.) Government Publ. Office
Your Government and You (Model A & B, Level 3)	Frank E. Richards Publ. Co.
Choosing an Occupation (Model A & B, Level 3)	Employability Skills Series FL. Dept. of Education
Applying for a Job (Model A & B, Level 3)	Employability Skills Series FL. Dept. of Education
The Occupations Finder and The Self-Directed Search	Consulting Psychologists Press 577 College Avenue Palo Alto, CA 94306

20 PER CLASSROOM:

English for Adult Competency Book I	Prentice-Hall
The Money Series	Hopewell Books Inc. 1670 Sturbridge Drive RD # I Sewickley, PA 15143
The Work Series	(as above)
English & State Government (Level 3)	(I.N.S.) Government Publ. Off.
Fact & Fancy (Level 3)	Harcourt, Brace & Jovanich
Reading for Survival (Level 2)	Frank E. Richards Publ. Co.
Personal Finances	Employability Skills Series Fl. Dept. of Education
Survival at the Supermarket (Level 2 only)	Changing Times Educational Serv. EMC Cortp. St. Paul, MN
Buying on Credit (Level 3)	(as above)
Sign Language Books A-D (Level I, both Models)	Janus Book Publishers 25825 Mission Blvd. Hayward, CA 94544
Functional Words & Phrases Books I & 2 (Level I, Illiterate only)	Frank E. Richards Publ. Co.
Careers	Regents Publ. Co. 2 Park Ave. New York, NY. 10016

1 PER TEACHER:

Modulearn Literacy Program Teacher's Kit $29.95/kit	Modulearn Inc. P.O. Box 667-A San Juan Capistrano, CA 92693
Modulearn Teacher's Guide Lessons 1-40	Delta Systems Inc. 215 Arlington Heights Rd. Arlington Heights, IL. 60004
Modulearn Teacher's Guide Lessons 41-70	(as above)
Modulearn Spanish Supplement	(as above)
Modulearn Visuals (set)	
The Conversation Books I-II	Prentice-Hall
Our Constitution & Government	Government Publ. Office (INS)
Using Money Series Book 2	Frank E. Richards Publ. Co.
Using Money Series Book 3	Frank E. Richards Publ. Co.
Learning Math Skills	Frank E. Richards Publ. Co.
Meeting Basic Competencies in Mathematics	Frank E. Richards Publ. Co.
Speaking of Pictures Books I, 2 & 3 (Teacher's Edition)	Steck-Vaughn Co. P.O. Box 2028 Austin, Texas 78768 (800) 531-5015
Communication Skill Book - Books 1,2 & 3	Institute of Modern Languages Inc.

1 PER TEACHER - Page 2

Side by Side: English Grammer Through Guided Conversations Books I & 2	Prentice-Hall
How Do I Fill Out a Form?	Ideal School Supply Co. Oak Lawn, IL. 60453
React/Interact	Regents Publ. Co. 2 Park Ave. New York, NY 10016
Wheels and Deals	Changing Times Educational Serv. EMC Corp. St. Paul, MN
Occupational Outlook Handbook U.S. Dept. of Labor Statistics Bulletin 2075 $8.00	Superintendent of Documents U.S. Dept. of Labor 1371 Peachtree Street, N.E. Atlanta, GA. 30367
Dictionary of Occupational Titles U.S. Dept. of Labor Statistics	(as above)
Words, Words, Words, - Book I	Regents Publishing Co. 2 Park Ave. New York, NY 10016

1 Per Center:	
Speak English (full set)	Institute of Modern Languages, Inc.
Preparing for the Job Interview	Frank E. Richards Publishing Co.
Getting Around Cities and Towns	Janus Book Publishers 25825 Mission Blvd. Hayward, CA 94544
Practical English-Books 1, 2, 3	Harcourt, Brace & Jovanich
Writing Practical English - Books 1 2, 3	(as above)
Leases & Landlords	Changing Times Educational Serv. EMC Corp. St. Paul, MN.
More Food for Our Money	Changing Times Educational Serv. EMC Corp. St. Paul, MN.
Get Hired-Don't Get Fired	Janus Book Publishers 25825 Mission Blvd. Hayward, CA 94544
ESL Operations	Newbury House Rowley, Mass. 01969
English for Today - Books 1-5 Readings in Contemporary Culture English Reader	McGraw-Hill (Webster Division) P.O. Box 5968 Lighthouse Point, FL. 33064 (305) 941-0154
Puzzle it Out, Books 1 through 5 Ronald Ridout	Delta Systems
Picture It! Sequences for Conversation	Regents Publishing Co.
Foreign Language Testing: A Practical Approach, Finocchiaro & Sako	Regents Publishing Co.

1 Per Center - Page 2

English as a Second Language: From Theory to Practice, Finocchiaro	Regents Publishing Co.
The Foreign Language Learner: A Guide for Teachers, Finocchiaro & Bonomo	Regents Publishing Co.

STUDENT WORKBOOK SIGNATURE SHEET

Level:_____

Instructor_____ Location_____ Class Begining Date_____

*INSTRUCTIONS: Please have students sign and write the date on the snace provided once he/she receives the book/s.

Name of Book:	Name of Book:	Name of Book:	Name of Book:
STUDENT'S SIGNATURE - DATE	STUDENT'S SIGNATURE -DATE	STUDENT'S SIGNATURE -DATE	STUDENT'S SIGNATURE - DATE
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	8.	8.
9.	9.	9.	9.
0.	10.	10.	10.
1.	11.	11.	11.
2.	12.	12.	12.
3.	13.	13.	13.
4.	14.	14.	14.
5.	15.	15.	15.

ADDITIONAL MATERIALS

(Please Specify)

	STUDENT'S SIGNATURE - DATE		STUDENT'S SIGNATURE - DATE		STUDENT'S SIGNATURE - DATE
1.		1.		1.	
		2.		2.	
3.		3.		3.	
4.		4.		4.	
5.		5.		5.	
6.		6.		6.	
7.		7.		7.	
8.		8.		8.	
9.		9.		9.	
10.		10.		10.	
11.		11.		11.	
12.		12.		12.	
13.		13.		13.	
14.		14.		14.	
15.		15.		15.	
16.		16.		16.	

TEXTBOOK REVIEW MEETINGS

AND RECOMMENDATIONS

ACTIVITIES

May 11 - June 5, 1981

During above period, the instructor/counselor group, organized into various committees, completed the following tasks.

I. Reviewed for suitability of use by the project ESOL and life-employability skills materials from the following publishing companies:

1. Steck-Vaughn Company - Austin, Texas.
2. Addison-Wesley Publishing Company - Reading, Mass.
3. Institute of Modern Languages, Inc. - Silver Spring, MD. (2 sessions with company representative)
4. EMC Corporation - St. Paul, Minn.
5. McGraw Hill - New York, N. Y. (2 sessions with company representative)
6. Janus Publishers - Hayward, CA.
7. Frank Richards Publishing Company - Phoenix, N. Y.
8. Hopewell Books, Inc. - Sewickley, Penn. (Session with company representative)
9. American Book Company - New York, N. Y.
10. Reston Publishing Company - Reston, VA.
11. Ideal School Supply Company - Oak Lawn, Ill.
12. International Linguistics Corporation - Kansas City, Missouri.
13. South-Western Publishing Company - Cincinatti, Ohio.
14. State of Florida (Dept. of Education) - Tallahassee, FL.
15. Collier, MacMillan International - New York, N. Y.
16. Peabody Publishing Company - Nashville, Tenn.
17. Regents Publishing Company - New York, N. Y. (Session with company representative)
18. American Guidance Service - Circle Pines, Minn.
19. Newbury House Publishers, Inc. - Rowley, Mass.

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20. Harcourt Brace Javanorrich, Inc.. - New York, N. Y.
(Session with company representative)

21. Bell and Howell - Chicago, Ill.

22. Adkins Life Skills Program, Teachers College - New York, N. Y.

23. Edacbe - Austin, Texas

24. McMillan Publishing Company - Riverside, N. J.

25. Special Learning Corporation - Guilford, Conn.

26. Educational Testing Service - Princeton, N. J.

27. CTBS/McGraw Hill - Monterey, CA.

28. Prentice-Hall - Englewood Cliffs, N. J.

29. Changing Times Education Service - St. Paul, Minn.

30. U. S. Government Printing Office - Washington, D.C.

31. Modulearn, Inc. - San Juan Capistrano, CA.

32. New Readers Press - Syracuse, N. Y.

33. Delta Systems Co., Inc. - Arlington Heights, Ill.
(Session with company representative)

II. After review of above, selected and ordered those teaching materials which fulfilled proposal competencies at various levels. (Materials included student materials, teachers' resource materials, and center resource materials.)

III. Developed and designed additional materials to be used in instructional program (i.e. Posters, signs, maps, etc.)

IV. Planned language labs for each center. Ordered hardware and soft-ware for use in lab.

V. Designed testing instruments plus examiner instructions to be used for language level placement of literate and non-literate during In-Take Sessions.

VI. Developed weekly lesson plans for all class levels. [Classes to be taught in 16-week cycles, with teacher changes at end of each cycle.]

VII. Delineated responsibilities for instructors, counselors, instructional assistants, and other staff members in the Training Program.

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VIII. Began development of staff training manual for future staff members. Manual to contain:

1. General statement of philosophy, goals, and objectives of the Project.
2. Delineation of responsibilities as pertains to the administration, instructional, and counseling staff members.
3. Definition of all competencies to be met in the instructional program.
4. Weekly lesson plans.
5. Equipment and materials available.

IX. Planned monitoring and evaluation procedures to be followed during course of project.

X. Developed reinforcement materials. Specifically, designed special certificate of completion to be issued to students at end of Training Cycle.

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M E M O R A N D U M

TO: Norman J. Brammer, Associate Director
Project HELP, South Campus

FROM: Geoff Gathercole, Instructor
Project HELP, South Campus

SUBJECT: WORD GUIDE (Books 1 and 2)
GRAMMAR GUIDE (Vol. 1, 2, and 3)
APRENDER INGLES
IRREGULAR VERB GUIDE
BY MYRDICH JOHN BALIAN

DATE: July 14, 1981

The series of books by Balian do not seem to be suitable for use in our program. Certainly as principal texts they are deficient. The author states in the introduction to the grammar guide that it is "designed to reinforce classroom study". Unfortunately the series does not include basic texts for classroom teaching.

On the other hand, the series does not seem usable as a supplement to the materials we have chosen or materials that we might subsequently choose as basic texts. The guiding principle of our selection of text has been practical conversational English with an emphasis on incorporating everyday situations.

These texts are heavily oriented toward grammar manipulation and are not graded spirally in the way grammatical topics need to be introduced to our population. The grammatical topics are organized as discrete units without clear progression. Use of grammatical items and their meanings are not clarified by the examples used. No context is created for the exercises. It is not all clear how these texts can help any language learner. Certainly I can not see how they are relevant to the needs of our population.

jp

July 14, 1981

M E M O R A N D U M

TO: Norman J. Brammer, Associate Director
Project HELP, South Campus

FROM: Geoff Gathercole, Instructor
Project HELP, South Campus

SUBJECT: STECK-VAUGH PUBLICATIONS

We reviewed an extensive collection of Steck-Vaugh materials. Speaking of Pictures - Books 1, 2, and 3 and Speaking of Pictures, Teachers Edition - Books 1, 2, and 3 have been requested on a per teacher basis.

English, Your Second Language seemed to be considerably too reading, writing, grammar based to fit in well with our program. It seems to lend itself to an overly book-oriented, page turning methodology.

The other offerings of Steck-Vaugh are all similar to but not better than the various Frank E. Richards books we have requested.

jp

July 14, 1981

M E M O R A N D U M

TO: Norman J. Brammer, Associate Director
Project HELP, South Campus

FROM: Geoff Gathercole, Instructor
Project HELP, South Campus

SUBJECT: REVIEW OF ENGLISH THAT WORKS

We reviewed English that Works; Scott Foresman Publication. It looks very usable for our purposes. Maybe less than perfect in the amount of oral drill type work likely to be inspired by it.

Most worrisome to us, way back in May and early June was the fact that only the first book is available. I would like to see books 2 and 3 when they do come out to reconsider the whole series. By that time we will know how the Modulearn etc. are working out.

jp

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M E M O R A N D U M

TO: Norman J. Brammer, Associate Director
Project HELP, South Campus

FROM: Geoffrey Gathercole, Instructor
Project HELP, South Campus

SUBJECT: MILK & HONEY BY: HARCOURT-BRACE JOVANOVICH

DATE: July 15, 1981

1. Assumes a higher intelligence/awareness of world than English for 21st Century.
   e.g.- geography
   world figures
   history

2. Has international-cultural flavor-
   e.g.- in names of people etc. Modulearn is neutral

3. Complex structures are thrown in quite early obeying functional orientation.
   e.g.- page 36 "They look like fine boys"

4. Is functional & everyday, but seems to relate to a higher educational & intellectual level of concern than our population. The social context does not seem quite right.

5. Also it seems that a lot of concern about detailed conversational niceties obscures the basic structural elements the student needs to master to communicate.
   e.g.- dialogue on page 68 and concern with register page 83 for beginning students it is more practical to choose one all-purpose way of saying something.

6. Very text oriented as ~~composed~~ compared to Modulearn. It would be difficult to work through this without heavy dependence on the text, and there are few pointers on how to incorporate substantial oral pattern work. On the other hand, there is substantial small group controlled conversation work.

Summary:

I like it but do not recommend it for Project HELP.

Workbook:
Some pages of the workbook are possible as supplementary worksheets for our purpose, but probably not a significant addition to what we have already.

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JP

SECTION V

TEACHING TECHNIQUES AND MATERIALS

PROJECT HELP

TEACHING TECHNIQUES

I. Project HELP is charged with teaching conversational English and employment oriented life skills to Cuban and Haitian entrants. Towards this goal, we have established a curriculum combining practical oral English instruction with an introduction to various aspects of acculturation, consumer economics and employability.

The techniques of instruction follow from the need to orient the classes to situationally appropriate but structurally sequenced lessons. The core of the program is Delta's A New Approach for the 21st Century, a text prepared specifically for refugee populations such as ours. This text lends itself well to the modified audio-lingual procedure--visual presentation of vocabulary and structural material (using prepared visuals and overhead projector transparencies), class and individual student drill practice, extended practice in meaningful and communicative contexts. Our aim is not necessarily for rote memorization of the material but, rather, for a systematic development of the language skills that have immediate application to the student's everyday life.

Vocabulary and language learned within the lessons are exploited in further extended activities, revolving around role playing, directed conversation, and language lab work.

Material learned aurally and orally is subsequently reinforced through reading and writing practice. To this end, we have put together a variety of materials outside of the Delta worksheets to serve as the bridge between the essentially language-pattern oriented text and the everyday life skills needs of the students.

In addition, a number of other reinforcement activities have been incorporated into the program. These include games of various kinds, guided and free conversation, directed practical activities, and the use of Xerox publications' Weekly Reader.

All these activities come together to provide an enriched program of language based but acculturation-oriented learning. A more detailed summary of activities follows in Section II.

II. A. Core Language Presentation

1. Overhead-projector transparencies
2. Visuals
3. Language Lab (See Appendix III)

B. Language Extension

1. Picture files for vocabulary
2. Role playing a variety of real life situations correlated with the dialogues presented and extended to other situations.
3. Language Lab (See Appendix III)
4. Listening comprehension activities
   a) number discrimination
   b) minimal pairs
   c) cue cards

d) sequencing events

e) picture sets

C. Life Skills Resources

1. driver's license manual
Social Security application
health form
immunization record
income tax forms
insurance forms
job applications
school registration
rental leases
credit applications
car registration
accident reports
traffic citations
menus
newspaper ads
classified ads
catalogues
loan applications
change of address cards
utility bills
interview questions
resume forms
bank checks
W-4 forms
medicine labels

2. Telephone white and yellow pages
information
area codes
emergency numbers
long distance calls
finding possible repairmen
locating store to buy Cuban food
hospitals and physicians
local restaurants for ethnic foods

3. Tel-consumer

D. Enrichment

1. Games catalogue (See Appendix III)
2. File of conversational topics including newspaper articles, magazine articles, situation outlines, and list of resource materials. (See Appendix III)
3. Weekly Reader used each week for current events linking language level of the class with community events.
4. Series of directed activities:
   Making milkshakes
   Drawing pictures
   Making craft projects
   Locating routes to a specific place on a city map
   Using bus schedules and routes
5. Acculturation topics (See Appendix III)

SECTION VI

VOLUNTEER COMPONENT

VOLUNTEER COMPONENT

The name Project H.E.L.P. suggests its own objective: HELP. There are many ways in which volunteers can help and that is precisely why a volunteer component has been created within Project H.E.L.P. at Miami-Dade Community College. By coordinating the assistance of community volunteers, help can be provided to enhance the English as a Second Language program.

The objective of the volunteer component is not only to assist the staff in the delivery of services but to foster concrete interactions with individuals from the community so that the refugee students can learn and experience the foundations of an integrated community life.

The volunteer coordinator for Project H.E.L.P. has begun fundamental organization on the three M-DCC campuses. The main approach thus far has been to incorporate the credit student body into the ESL assistance program. College students scheduled to receive class related credits for their service in the program not only enhance their own curriculum and awareness of community social service, but enhance the quality of the educational and support services provided by Project H.E.L.P.

Volunteers are recruited on the basis of the following job descriptions: language laboratory assistants, counselor aides, instructional aides, child care assistants (babysitting) and transportation aides. These positions are flexible according to the volunteer's skills and talents and the program's and students' needs.

At the South Campus, the volunteer component for the Project has been initiated through the Cooperative Education Program (CO-OP) and Operation Student Concern (OSC), a volunteer recruitment, screening and placement program within the South Campus. Also, several college departments including the Social Service Department, the Department of Education and the English Department will be participating to the fullest extent during the 1981 Winter and Spring/Summer semesters. The South Campus is currently using two volunteers as teacher's aides in its Olympia Heights Center. Two other volunteers from the community have been referred to the Associate Project Director for placement at the Homestead Learning Center.

The New World Center Campus, Miami-Dade's Downtown Campus, is beginning its involvement in volunteerism in Project H.E.L.P. The volunteer coordinator has met with the Student Activities Director and Student Congress. Articles have appeared in two campus publications, the Committee of 100 INTERCOM and the Center for the Continuing Education of Women's (CCEW's) newsletter. The response from students and faculty has been very positive.

Several volunteers have been referred to the North Campus to provide instructional and day care services. Currently there are two volunteers from the community assisting in the Haitian center at the Notre Dame Academy. Student and faculty involvement in the North Campus is expected to increase during the next months as we approach the Winter semester.

The volunteer component is still young. The number of volunteers requested by the Associate Project Directors and Lead Counselors and Instructors will determine the amount of volunteers to be recruited

from the Skills Bank of the Independent Foundation of Florida, Inc.

The Volunteer Coordinator is a VISTA volunteer placed with the Independent Foundation of Florida, Inc. She has been assigned to serve the College on a part-time basis and is responsible for overseeing the overall recruitment and placement process including regular follow-up on each volunteer and coordination with the Independent Foundation's Skills Bank. The Volunteer Coordinator reports to both, the Director of the Independent Foundation and the Project H.E.L.P. Director.

SECTION VII

EVALUATION

EVALUATION OF THE PROGRAM

The Program is continuously evaluated at each level by the use of various instruments. Copies of the various forms are included in this report in their relevant sections and a general summary is presented here.

1. Tracking of Student Progress

   This is accomplished through the use of a tripartite system: a) the benchmarks, which track the student's ability to meet individual ESL and lifeskill competencies, b) the four-week component tests, which provide a more generalized measure of the student's achievement in the program, and c) the student evaluation form, where the teacher provides a broader, subjective report on the student's progress.

2. Evaluation of the Instructional Personnel

   Classroom teachers are evaluated on a continuing basis through the use of the lesson plan report which is filed with the lead instructor on a weekly basis. This permits the lead instructor to keep track of the individual teacher's progress through the curriculum, use of supplementary materials and incorporation of innovative and motivating teaching techniques. This report also provides a basis for the lead instructor's in-class observation of the teacher and subsequent discussion and feedback.

On the other hand, the students are requested to provide their own evaluation of their teacher at the end of each 16 week cycle, and the summarized results of these evaluations are made available to the teacher to aid in his/her self assessment of professional development.

3. Evaluation of Counseling Staff

The counselor's work is tracked on a weekly basis through the use of the weekly group-counseling log and the weekly attendance report. The attendance report is turned in with the counselor's notation on his efforts to contact those students who have been absent from class. The counselor is also evaluated by the students at the end of each 16 week cycle, by means of the counselor evaluation form.

4. General Program Evaluation

The progress of the program in general is tracked by means of the monthly report. This contains enrollment, attendance, attrition and demographic data.

The students are provided the opportunity to evaluate the program as they perceive it at the end of each 16-week cycle by means of the program evaluation form.

SECTION VIII

EXEMPLARY PRACTICES

EXEMPLARY [illegible]ICES

I Job Survey

A questionaire was distributed to all the students in the Program requesting information regarding their previous education/ training in their native countries and the occupation they were employed in. It is hoped that with the knowledge of both their previous education and occupational experience the Program could incorporate training and techniques, as well as develop materials that were more relevant to employment opportunities they are more likely to pursue in the United States.

Compilation of the questionnaire responses have been done by campus.

PROFESSIONAL/TECHNICAL-VOCATIONAL TRAINING HISTORY AND CAREER INTERESTS

QUESTION #1: WHAT WAS YOUR COURSE OF STUDY OR PROFESSIONAL TRAINING?

CODE	RESPONSE	TOTAL RESPONSES
0	None	10
1	grades 1-5	1
2	to grade 6	1
3	grades 7-9	2
4	grades 10-12	23
5	Some College	5
6	College Degree	13
	- Personnel Management	1
	- Education (teaching)	5
	- Mechanical Engineering	1
	- Medicine	1
	- piano (teacher)	1
	- music conservatory (opera singer)	1
	- psychology	1
	- library science	1
	- civil engineer	1
7	Technical	24
	- computer science	6
	- media technology	1
	- topography	1
	- technical photography	1
	- radio/TV technician	2
	- electrical welding	1
	- hospital equipment repair	1
	- industrial electrician	2
	- mechanical drawing	4
	- graphic arts	4
	- geophysics	1
8	Allied Health	9
	- dental assistant	1
	- dietician	1
	- food science	2
	- lab technician	4
	- undefined	1

9	Mechanics	4
	- industrial	1
	- auto	2
	- diesel	1
10	Financial Services/ Office	27
	- secretarial/clerical	17
	- accounting	10
11	OTHER	3
	- hairdresser	1
	- interior decorator	1
	- clergy	1

TOTAL RESPONSES	124
No Training	10
grades 1-5	1
elementary education	1
junior high school	2
high school	23
some college	5
college education	13
technical/vocational training	67

QUESTION #2: INDICATE IN DETAIL WHAT JOB YOU ACTUALLY PERFORMED IN YOUR COUNTRY.

CODE	RESPONSE	TOTAL RESPONSES
0	None	15
1	student	8
2	housewife	3
3	(semi-skilled labor)	20
	- bus/taxi driver	6
	- fumigator	1
	- freight service	1
	- cook	1
	- waiter	1
	- sales clerk	1
	- laborer/construction	6
	- telephone operator	1
	- seamstress	2
4	(skilled labor)	20
	- carpenter	1
	- heavy equipment operator	2
	- tool sharpener	1
	- industrial electrician	2
	- industrial mechanic	2
	- plumber	1
	- machine operator	1
	- auto mechanic	2
	- mechanical draftsperson	3
	- film technician	2
	- radio repair	1
	- power indicator reader	1
	- electrician	1
5	Secretarial/clerical	20
6	Semi/Para-Professional	15
	- public health technician	1
	- bookeeping	1
	- lab technician	2
	- restaurant manager	1
	- interior decorator	1
	- dietician	2
	- computers	5
	- archives	1
	- personnel management	1

CODE	RESPONSE	TOTAL RESPONSES
7	(Professional)	23
	- financial analyst	1
	- cost analysis/statistics	3
	- nursing	2
	- topographer	1
	- accountant	5
	- planning	1
	- artist/art instructor	2
	- veterinarian	1
	- piano teacher	1
	- opera singer	1
	- teacher	4
	- engineer	1

TOTAL RESPONSES	124
Not Employed	15
Student	8
housewife	3
Semi-skilled labor	20
Skilled labor	20
secretarial/clerical	20
Semi or Paraprofessional	15
Professional	23

QUESTION # 3: WOULD YOU BE INTERESTED IN A COURSE OF PROFESSIONAL AND/OR TECHNICAL/VOCATIONAL TRAINING?

CODE	RESPONSE	TOTAL RESPONSES
1	YES	117
2	NO	7

QUESTION # 4: WHAT TYPE OF TRAINING WOULD YOU BE INTERESTED IN?

CODE	RESPONSE	TOTAL RESPONSES
0	none	6
1	(technical)	56
	- air conditioning/refrigeration	8
	- electrician	2
	- computers	26
	- mechanical drawing	5
	- photography	1
	- film photography	2
	- film animation	1
	- commercial drawing	3
	- radio/TV technician	3
	- tool making	1
	- architectural drafting	2
	- topography	1
	- electrical welding	1
	- electronics	1
2	(mechanical)	13
	- auto	10
	- diesel	1
	- aviation	1
	- auto electrical systems	1
3	(Allied Health)	14
	- medical assistant/receptionist	7
	- dietician	2
	- paramedic	1
	- X-Ray technician	1
	- lab technician	2
	- dental assistant	1

CODE	RESPONSE	TOTAL RESPONSES
4	(financial services)	10
	- bookeeping	1
	- accounting	7
	- statistics	1
	- banking	1
5	(office)	11
	- secretarial/clerical	10
	- keypunch	1
6	(professional)	10
	- teaching	1
	- electrical engineering	1
	- psychology	1
	- nursing	3
	- medicine /science	2
	- library science	1
	- languages	1
7	OTHER	11
	- carpentry	1
	- plumbing	2
	- seamstress	1
	- interior decorator	1
	- hairdresser	3
	- child care	1
	- law enforcement	1
	- contractor	1
8	UNDECIDED (Need more information)	4

TOTAL RESPONSES	124
No training desired	6
Desire technical training	56
Desire mechanical training	13
Desire Allied Health training	14
Desire financial services training	10
Desire office/secretarial training	10
OTHER training desired	11
UNDECIDED (Need more information)	4

QUESTIONNAIRE

PROFESSIONAL/TECHNICAL-VOCATIONAL TRAINING HISTORY AND CAREER INTERESTS

QUESTION #1: WHAT WAS YOUR COURSE OF STUDY OR PROFESSIONAL TRAINING?

CODE	RESPONSE	TOTAL RESPONSES
0	None	10
1	grades 1-6	18
2	grades 7-9	21
3	grades 10-12	26
4	Some College	8
5	College Degree	61
	- Education (teaching)	18
	- Accounting	11
	- Nursing	14
	- Medicine	4
	- Dentistry	2
	- Pharmacy	1
	- Economy	3
	- Engineering	5
	- Psychology	2
	- Chemistry	2
	- Mathematics	1
6	Technical	13
	- Welding	2
	- Pharmaceutical	1
	- Tourism	1
	- Drafting	2
	- Computers	1
	- Commercial Drawing	1
	- Electronics	1
	- Radio/T.V. Technician	2
	- Electrician	2
8	Allied Health	8
	- Lab Technician	1
	- Histopathology	1

CODE	RESPONSE	TOTAL RESPONSES
9	Mechanics	10
	- Industrial	7
	- Plumbing	1
	- Auto/diesel	1
	- Aviation	1
10	Financial Services/ Office	47
	- Secretarial/Clerical	28
	- Accounting	19
11	Other	3
	- Construction	1
	- Naval construction	1
	- Military	1

TOTAL RESPONSES	124
No Training	10
grades 1-6	17
junior high	21
high school	26
some college	8
college education	61
technical/vocational training	75

QUESTION #2: INDICATE IN DETAIL WHAT JOB YOU ACTUALLY PERFORMED IN YOUR COUNTRY.

CODE	RESPONSE	TOTAL RESPONSES
0	None	6
1	Student	2
2	Housewife	13
3	(semi-skilled labor)	16
	- truck driver	1
	- waiter	1
	- warehouse clerk	3
	- construction	1
	- seamstress	5
	- cook	3
	- manicurist	1
	- agriculture	1
4	(skilled labor)	9
	- plumber	1
	- machine operator	5
	- shoemaker	1
	- beautician	2
5	(Secretarial/clerical	30
6	(Semi/Para-Professional)	54
	- medical technician	1
	- industrial technician	32
	- draftman	2
	- ticket agent	1
	- computer	1
	- commercial drawing	1
	- personnel management	3
	- bookkeeper	12
7	(Professional)	71
	- nursing	14
	- accountant	10
	- orthodontist	1
	- pharmacist	1
	- physician	4
	- economist	2
	- engineers	5
	- teachers	27
	- psychologist	2
	- librarian	1
	- musician	1
	- business administration	3

TOTAL RESPONSES	200
Not Employed	6
Student	2
Housewife	13
Semi-skilled labor	16
Skilled labor	9
Secretarial/clerical	30
Semi or Paraprofessional	54
Professional	71

QUESTIONNAIRE

PROFESSIONAL/TECHNICAL-VOCATIONAL TRAINING HISTORY AND CAREER INTERESTS

QUESTION #1: WHAT WAS YOUR COURSE OF STUDY OR PROFESSIONAL TRAINING?

CODE	RESPONSE	TOTAL RESPONSE
1	College Degree	27
	- Drama	1
	- Home Economics	1
	- Medicine	1
	- Education	5
	- Pharmacy	1
	- Music	2
	- Chemistry	2
	- Physical Education	2
	- Nursing	3
	- Law	1
	- Veterinary	1
	- Earth Science	1
	- Spanish Literature	1
	- Geology	1
	- Aviation	1
	- Minerology	1
	- Accounting	2
	- Pathology	1
2	Technical	3
	- EEG Technician	1
	- Photography	1
	- Teletype operator	1
3	Allied Health	2
	- Lab Technician	1
	- Assistant Nurse	1
4	Mechanics	1
	- Mechanic	1

CODE	RESPONSE	TOTAL RESPONSE
5	Financial Services/Office	5
	Secretarial/Clerical	3
	Bookkeeping	2
6	Other	2
	Arts and Crafts	1
	Drawing and Painting	1

TOTAL RESPONSES	40
college education	27
technical/vocational training	13

QUESTION #2: INDICATE IN DETAIL WHAT JOB YOU ACTUALLY PERFORMED IN YOUR COUNTRY.

CODE	RESPONSE	TOTAL RESPONSE
1	Semi-Skilled Labor	2
	- postal worker	1
	- agriculture	1
2	Skilled Labor	5
	- carpenter	1
	- teletype operator	1
	- mechanic	1
	- photographer	1
	- arts and crafts	1
3	Secretarial/Clerical	3
4	Semi/Para-Professional	6
	- bookkeeper	2
	- EEG technician	1
	- lab technician	1
	- drawing and painting	1
	- assistant nurse	1
5	Professional	27
	- drama	1
	- home economist	1
	- medicine	1
	- teacher	5
	- pharmacist	1
	- musician	2
	- chemist	2
	- physical education	1
	- nurse	3
	- lawyer	1
	- veterinarian	1
	- earth scientist	1
	- Spanish literature instructor	1
	- geologist	1
	- airline pilot	1
	- minerologist	1
	- accountant	2
	- pathologist	1

TOTAL RESPONSES	43
Semi-skilled labor	2
Skilled labor	5
Secretarial/clerical	3
Semi/Para-Professional	6
Professional	27

Skills through training	24
Skills on the job	19
Skills - training and on the job	15

Would you be interested in a course of professional and/or technical/ vocational training?

CODE	RESPONSE	TOTAL RESPONSE
1	Yes	68
2	No	6